

road safety learning resources: teacher's manual

Kindergarten – Grade 1



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Statement of Limitation

British Columbia has laws, regulations and rules prescribing our behaviour on the road (the “Law”). The material you are reading now relates to the Law, but ICBC cannot guarantee that it fully and accurately describes the Law. This material may be oversimplified, out of date, inapplicable, incomplete or incorrect. For this reason, you should research the Law, without relying on this material. ICBC does not accept any liability resulting from reliance on this material.

Acknowledgements

Many people within the Insurance Corporation of British Columbia and the wider professional community, have contributed to the creation of this resource. In particular, we acknowledge the work done by Sandy Hirtz (Writer) and Ted Couling (Illustrator).



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The learning resources presented in this package are designed to support the new B.C. Provincial Curriculum, specifically targeting the Big Ideas and Learning Standards for Grade K–1 Applied Skills and Technology, Arts Education, English Language Arts, Mathematics, Science, Physical and Health Education, and Career Education. It consists of cross-curricular learning plans introducing students to the concept of traffic, being aware of traffic, being safe around traffic and the importance of obeying traffic safety rules because they reduce the risk of injury.

The material is provided as an option for teachers to incorporate into their classrooms. Teachers may choose which units to present in their classes and which to omit. They may also decide that some activities would work better for their students, while other activities might not be of interest. In some cases, teachers may choose to incorporate only portions of a learning plan or activity.

First Peoples Principles of Learning

This Road Safety Learning Resource encompasses the First Peoples Principles of Learning. It aims to inspire youth to lead change for a safer community. It is delivered through experiential activities, involving youth in their learning by engaging them in discussions, deep critical thinking and storytelling. It aims to help them become aware of their responsibility in the school and community and empower them to make a difference.

Visit the [Government of British Columbia](#) for more information on incorporating the First Peoples Principles of Learning (FPPL) into classrooms and schools.

ICBC: Committed to saving lives

Whether it's learning how to safely cross the road or understanding the rules of a four-way stop, road safety is important for all British Columbians. As part of the commitment of the Insurance Corporation of British Columbia (ICBC) to promoting a safe driving culture in B.C., we've developed this Road Safety Learning Resource to help you give children and young adults the tools they need to stay safe — now and in the future.



ICBC Goals

In support of the resource connections, ICBC goals are to:

- Increase awareness among young people of the hazards involved in being on the road, whether as a pedestrian, cyclist, car passenger or user of another mode of transportation
- Change young people's attitudes toward risky behaviour involving vehicles, making them less willing to engage in or support unnecessary risk-taking
- Encourage young people to recognize unsafe situations and assertively communicate their concerns to their peers and elders
- Improve and enrich this content so that it remains timely and relevant in your community. ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com

Resource Connections

Applied Design Skills and Technology

Big ideas: Skills can be developed through play; designs grow out of natural curiosity.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design</p> <p><i>Ideating</i></p> <ul style="list-style-type: none"> • Identify needs and opportunities for designing, through exploration • Generate ideas from their experiences and interests • Add to others' ideas • Choose an idea to pursue <p><i>Making</i></p> <ul style="list-style-type: none"> • Choose tools and materials • Make a product using known procedures or through modelling of others • Use trial and error to make changes, solve problems or incorporate new ideas from self or others 	<p><i>Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K–3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.</i></p>

Arts Education

Big ideas: Inquiry through the arts creates opportunities for risk-taking. People connect to the hearts and minds of others in a variety of places and times through the arts.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes for:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Express feelings, ideas, stories, observations and experiences through the arts <p>Describe and respond to works of art</p> <ul style="list-style-type: none"> • Experience, document and share creative works in a variety of ways • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Elements in the arts, including but not limited to: <ul style="list-style-type: none"> – Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition • Processes, materials, movements, technologies, tools and techniques to support arts activities • Personal and collective responsibility associated with creating, experiencing or sharing in a safe learning environment

English Language Arts

Big ideas: Stories and other texts help us learn about ourselves and our families. Stories and other texts can be shared through pictures and words. Everyone has a unique story to share; through listening and speaking, we connect with others and share our world. Playing with language helps us discover how language works. Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to create meaning • Use developmentally appropriate reading, listening and viewing strategies to create meaning • Use foundational concepts of print, oral and visual texts • Engage actively as listeners, viewers and readers, as appropriate, to develop understanding of self, identity and community • Recognize the importance of story in personal, family and community identity • Use personal experience and knowledge to connect to stories and other texts to create meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples' cultures connects people to family and community 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • Elements of story • Literary elements and devices • Vocabulary to talk about texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • Reading strategies • Oral language strategies • Metacognitive strategies • Writing processes <p>Language features, structures and conventions</p> <ul style="list-style-type: none"> • Concepts of print • Print awareness • Phonemic and phonological awareness • Letter formation • Sentence structure • Conventions



Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Exchange ideas and perspectives to build shared understanding• Identify, organize and present ideas in a variety of forms• Create stories and other texts to deepen awareness of self, family and community• Plan and create a variety of communication forms for different purposes and audiences• Communicate using letters and words and applying some conventions of Canadian spelling, grammar and punctuation• Explore oral storytelling processes	

Social Studies

Big ideas: Stories and traditions about ourselves and our families reflect who we are and where we are from. Rights, roles and responsibilities shape our identity and help us build healthy relationships with others and are important for building strong communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; to gather, interpret and analyze ideas; and to communicate findings and decisions • Explain the significance of personal or local events, objects, people or places (significance) • Ask questions, make inferences and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images or events, and distinguish between what has changed and what has stayed the same (continuity and change) • Recognize causes and consequences of events, decisions or developments in their lives (cause and consequence) • Explore different perspectives on people, places, issues or events in their lives (perspective) • Identify fair and unfair aspects of events, decisions or actions in their lives and consider appropriate courses of action (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Characteristics of the local community that provide organization and meet the needs of the community • Diverse cultures, backgrounds and perspectives within local and other communities • Relationships between a community and its environment • Roles, rights and responsibilities in the local community • Natural and human-made features of the local environment

Mathematics

Big ideas: Addition and subtraction with numbers to 10 can be modelled concretely, pictorially and symbolically to develop computational fluency. Repeating elements in patterns can be identified. Objects and shapes have attributes that can be described, measured and compared. Concrete graphs help us to compare and interpret data and show one-to-one correspondence.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Use technology to explore mathematics • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate and apply mathematical understanding through play, inquiry and problem-solving <p>Visualize to explore mathematical concepts</p> <ul style="list-style-type: none"> • Develop and use multiple strategies to engage in problem-solving • Engage in problem-solving experiences that are connected to place, story, cultural practices and perspectives relevant to local First Peoples' communities, the local community and other cultures 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Number concepts to 20 • Ways to make 10 • Addition and subtraction to 20 (understanding of operation and process) • Repeating patterns with multiple elements and attributes • Concrete graphs, using one-to-one correspondence • Likelihood of familiar life events, using comparative language

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interest 	

Science

Big ideas: Humans interact with matter every day through familiar materials.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events <p>Planning and conducting</p> <ul style="list-style-type: none"> • Make and record observations • Safely manipulate materials to test ideas and predictions • Make and record simple measurements using informal or non-standard methods <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Recognize First Peoples' stories (including oral and written narratives), songs and art as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion • Identify simple patterns and connections 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Classification of living and non-living things • Specific properties of materials allow us to use them in different ways • Natural and artificial sources of light and sound • Properties of light and sound depend on their source and the objects with which they interact • The knowledge of First Peoples <ul style="list-style-type: none"> – Local First Peoples' knowledge of the local landscape, plants and animals

Learning Standards (continued)

Curricular Competencies	Content
<p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others • Consider some environmental consequences of their actions <p>Applying and innovating</p> <ul style="list-style-type: none"> • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem-solving <p>Communicating</p> <ul style="list-style-type: none"> • Communicate observations and ideas using oral or written language, drawing or role-play • Express and reflect on personal experiences of place 	

Career Education

Big ideas: Strong communities are the result of being connected to family and community, and working together toward common goals. Everything we learn helps us to develop skills.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Identify and appreciate their personal attributes, skills, interests and accomplishments • Recognize the importance of positive relationships in their lives • Share ideas, information, personal feelings and knowledge with others • Work respectfully and constructively with others to achieve common goals • Recognize the importance of learning in their lives and future careers • Set and achieve realistic learning goals for themselves • Identify and appreciate the roles and responsibilities of people in their schools, families and communities • Demonstrate effective work habits and organizational skills appropriate to their level of development • Recognize the basic skills required in a variety of jobs in the community 	<p><i>Students are expected to know the following:</i></p> <p>Personal Development</p> <ul style="list-style-type: none"> • Goal-setting strategies • Risk-taking and its role in self-exploration <p>Connections to Community</p> <ul style="list-style-type: none"> • Cultural and social awareness • Roles and responsibilities at home, at school and in the local community • Jobs in the local community

unit 1
traffic safety



Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about traffic safety and traffic safety rules?

Learning objectives

Students will:

- Determine what they already know about traffic safety

Materials and resources

- Whiteboard or flip chart
- Picture of traffic

Reflect and connect

- When you walk to school or around your neighbourhood, what are some of the things you often see?
- Ask students what they know about traffic safety
- Ask students to list some traffic safety rules; record these ideas in a chart or on a whiteboard
- Ask how the students have learned about traffic safety — explain that you'll be adding to the knowledge and skills that they have learned

Explore

- Ask children to draw one traffic safety rule; help them label the picture
- Share the pictures and discuss the traffic safety rules they already know



What is traffic?

Time requirement

This learning plan will take one session to complete.

Inquiry question

What is traffic?

Learning objectives

Students will:

- Determine what is traffic and what is not
- Conduct a self-reflection

Resources and materials

- Flip chart or whiteboard
- [Traffic Not Traffic](#) activity sheet for groups of two students on page 17
- [Sorting](#) activity sheet on page 18

Reflect and connect

- What does the word traffic mean? (Answer: the movement of vehicles, cyclists and pedestrians)
- What does the word vehicle mean?
- There are many different types of vehicles — buses, cars, trucks, bicycles — anything that has wheels and travels on the road
- Ask the students to list all the vehicles they can think of; record the responses



what is traffic?

learning plan 2

Explore

- Place students in groups of two
- Give each group a sorting worksheet with the words “Traffic” and “Not Traffic”; practise reading the words with them
- Give each groups a set of precut traffic pictures
- Have the students in the groups take turns sorting the pictures onto the sorting worksheet
- When finished, ask the students to share their answers; clarify any responses that were incorrect

Grandma on the Move

Award-winning children’s entertainers Will Stroet and Charlotte Diamond wrote the *Grandma on the Move* song to inspire safe, courteous, and mindful road behaviour. [Watch the video](#) (4:30 min.) on the City of Vancouver website.



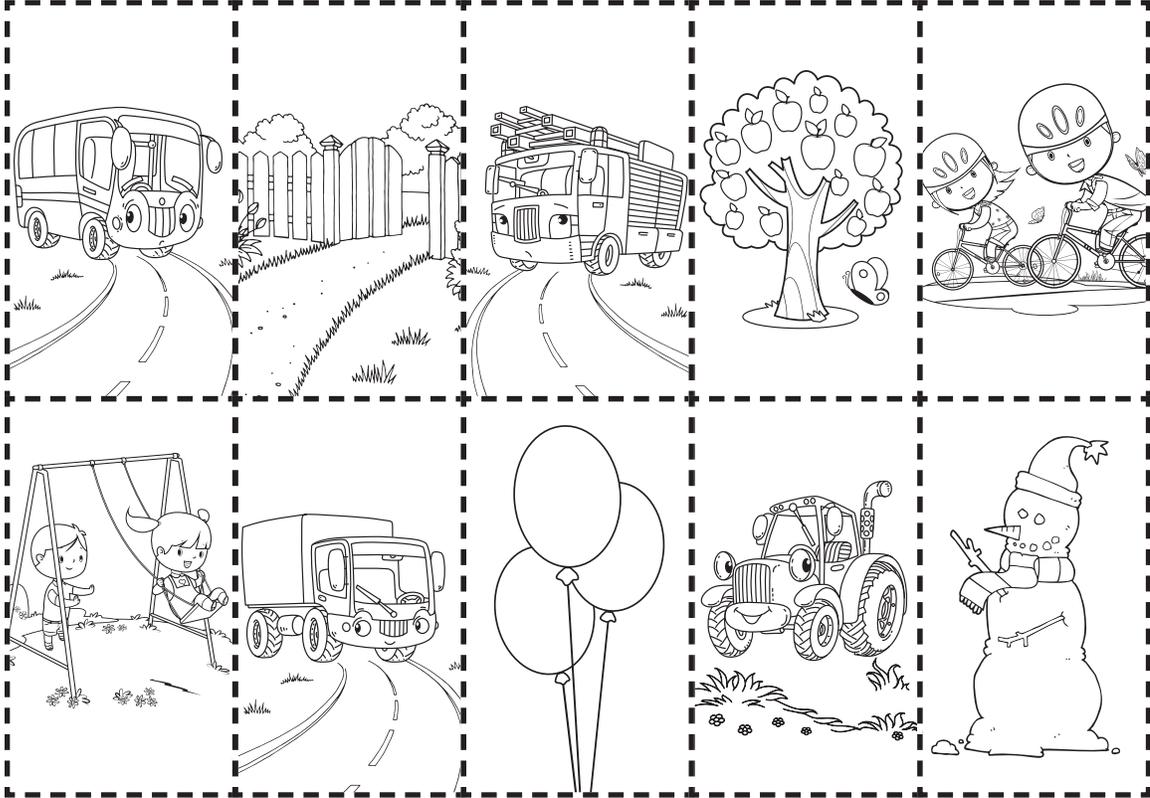
what is traffic?

learning plan 2

Activity sheet

Traffic	Not Traffic

Activity sheet





Word wall

Time requirement

This learning plan will take one session to complete.

Inquiry question

What are traffic words?

Learning objectives

Students will:

- Match word labels with images
- Count the number of wheels on a variety of vehicles
- Predict whether vehicles are the same size and whether they will go the same speed
- Use the words on the word wall to write a story
- Recognize words on the word wall

Materials and resources

- Words with pictures to create a classroom-themed vocabulary word wall

Suggested procedure

To encourage vocabulary development and reinforce language skill, have students help you create a word wall with pictures and names of vehicles. The word wall can be as simple or as complex as you want. For the simplest word wall, use a sentence strip pocket chart where you can cut the words to size and slip them into the pockets. If you have more wall space for displays, place the letters of the alphabet in a row and display the current word wall words below the corresponding letters. If there is no board space or wall space available, hang a clothesline across the room and clothespin the words to the line.



word wall

learning plan 3

Discussion

As you place the words on the word wall, discuss:

- Does each vehicle have the same number of wheels? Why?
- Does each vehicle go the same speed?
- Are all vehicles the same size?

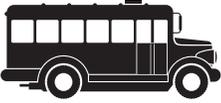
Explore

- Read the word wall with the class
- Play the game "I'm thinking of a word that starts with 't'..." — "Who can find the word?"

Reflect and connect

- Have the children draw a traffic picture using one or more words from the word wall; help them write the word or words

Activity sheet — Word wall

 Police	 Tractor	 VW Bug	 Log Truck
 Sports Car	 Minivan	 RV Camper	 Dump Truck
 Bus	 Tanker	 Pickup	 Semi
 Tow Truck	 Motorcycle	 Car	 Loaded Pickup

Using our senses

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

How are our senses like super powers?

Learning objectives

Students will:

- Explain how they used their senses to be aware of traffic and the noise that traffic makes
- Identify traffic and traffic noises
- Participate in a talking circle
- Conduct a self-reflection

Materials and resources

- Magazines, scissors and glue
- Large poster paper
- [Using our senses](#) activity sheet on page 24

Reflect and connect

All living things use their senses to detect other things around them. We have five senses — sight, hearing, touch, taste and smell. Senses are like super powers.

Test your student's senses/super powers and/or abilities of observation. This can be done in the schoolyard or in front of the school. This activity will help them be aware of their environment and what's happening in it.

- Ask students to close their eyes and talk about what they hear
- Ask them to turn around and then open their eyes and talk about what they see



using our senses

learning plan 4

Experience

Ask students to find an open space in the playground. Sit quietly in this space and list/draw all that they can detect with their senses.

Repeat the experience when sitting in a safe place near a road or sidewalk. Detect the stimuli provided by the road.

Think-pair-share. Think about what your senses detected in the two different places. What was the same/different? What does it make you wonder? What sounds did the traffic make?



Activity sheet

	From the playground	From near the sidewalk
Smell — what can you smell?		
Sight — what can you see?		
Hearing — what can you hear?		
Touch — what can you feel/ touch?		
Taste — what can you taste?		



Traffic survey

Time requirement

This learning plan will take one session to complete.

Inquiry question

What traffic is in the school neighbourhood? Is it more busy/less busy at different times of the day?

Learning objectives

Students will:

- Conduct a survey of traffic
- Predict traffic
- Graph traffic
- Use a graph to answer questions
- Conduct a self-reflection

Materials and resources

- [Traffic survey](#) activity sheet on page 27
- Whiteboard or flip chart

Reflect and connect

Ask students what vehicles they often see near their home and near the school. Do they go fast or slow? Ask students if they think that traffic is more heavy/less heavy at different times of the day. What vehicle type do they think is the most common? Record their predictions. Explain to your students that graphs help us to understand and learn from data. We can use graphs to answer questions.



traffic survey

learning plan 5

Explore

- Collect data. Go into the schoolyard to a safe area to watch traffic go by. Using a traffic survey worksheet, students are to use tally marks to record the traffic they see.
- Do this activity twice — once in the middle of the day and once at the end of the day
- Compare the results with the predictions. Was the traffic more busy/less busy or the same at different times of the day? Which vehicle did they see the most of?

Reflect and connect

I used to think... But now, I think...

This thinking routine helps students reflect on how and why their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about traffic. Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.

Activity sheet — Traffic survey

Use tally marks to record traffic you see driving on the road.

 Cars	
 Buses	
 Trucks	
 Vans	
 Bicycles	
 Motorcycles	



Wheels

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What has wheels?

Learning objectives

Students will:

- Sing and perform actions to the song
- Count the number of wheels on vehicles
- Demonstrate that vehicle wheels go fast

Materials and resources

- Wheel-shaped pasta
- Glue

Experiment with wheels

- Go on a wheel hunt! Search the classroom/school for big wheels and little wheels. Remember that clocks have wheels, too.
- Make a ramp with blocks or something similar. Try rolling different items (blocks, toys with wheels, dolls, rolls of tape, books, balls) down the incline. Which items are faster and easier to roll?



wheels

learning plan 6

Reflect and connect

- Wheels are circle shapes. Wheels have been very important to people for a long, long time. Just imagine — if we didn't have wheels, there would be a lot of things that we could not do. Can you think of something we could not do if wheels were not invented?
- Vehicles have wheels. Some have one, two, three, four or more wheels. Let's make a list of everything we can think of with four wheels.
- Discuss how vehicles go fast because they have wheels. Wheels are fast, and traffic can go really fast — much faster than the fastest person can run. A car or truck might look a long way away but it can get to you fast and hit you hard.
- How many wheels do they think a bus has?

Explore, reflect and create

- Use wheel-shaped pasta to make a collage
- Older children can draw vehicles with the pasta attached as wheels
- Show an image of a bus and count the wheels.
- Sing [The Wheels on the Bus](#) by Raffi (1:59 min.)

The wheels on the bus (1:59 min.)

The wheels on the bus go round and round,
round and round,
round and round.

The wheels on the bus go round and round,
all through the town.

(Roll hands around each other)

The wipers on the bus go Swish, swish, swish;
Swish, swish, swish;
Swish, swish, swish.

The wipers on the bus go Swish, swish, swish,
all through the town.

(“Swish” hands in front of you like windshield wipers)

The horn on the bus goes Beep, beep, beep;
Beep, beep, beep;

Beep, beep, beep.

The horn on the bus goes Beep, beep, beep,
all through the town.

(Slap palm in front of you like honking a horn)

The doors on the bus go open and shut;
Open and shut;

Open and shut.

The doors on the bus go open and shut;
all through the town.

(Push hands back and forth in front of you)

The Driver on the bus says “Move on back,
move on back, move on back;”

The Driver on the bus says “Move on back”,
all through the town.

(Point thumb over your shoulder)

The babies on the bus says “Wah, wah, wah;
Wah, wah, wah;

Wah, wah, wah”.

The babies on the bus says “Wah, wah, wah”,
all through the town.

(Rub fists in front of eyes)

The mommies on the bus says “Shush, shush, shush;
Shush, shush, shush;

Shush, shush, shush.”

The mommies on the bus says “Shush, shush, shush”
all through the town.

(Hold index finger in front of mouth as if saying shhh)

Car colour traffic survey

Time requirement

This learning plan will take one session to complete.

Inquiry question

What colour of vehicle is the most common?

Learning objectives

Students will:

- Organize, represent and interpret data using a bar graph with at least three categories
- Use a graph to answer questions
- Predict what colour of vehicle is the most common
- Explain what they learned about the colours of vehicles in a journal entry

Materials and resources

- Vehicle colour survey worksheet
- Bar graph worksheet
- Whiteboard or flip chart
- Coloured circles

Reflect and predict

- Ask the students what colour of vehicle their family drives
- Ask which colour of vehicle they think is the most common
- Record their predictions
- On the board write: 1. Collect data, 2. Organize data, 3. Graph data, and 4. Interpret data
- Explain that you will be conducting an experiment to determine which colour of vehicle is the most common



car colour traffic survey

learning plan 7

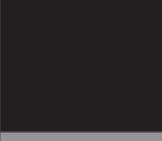
Experience

- Distribute the vehicle colour survey worksheet – from the schoolyard, watch the traffic go by and have students use tally marks to record the colours of the cars they see
- Count the number of tally marks
- From the tally marks, have students represent what they learned in a bar graph
- Ask questions like: Which colour is most popular? Which colour is least popular?



Activity sheet

Watch the traffic go by and record the colour of the cars you see.
Put a mark for each one.

RED		
ORANGE		
YELLOW		
GREEN		
BLUE		
PURPLE		
BLACK		
GREY		

Puff Paint Cars

Time requirement

This learning plan will take one session to complete.

Inquiry question

What shapes make up a car?

Learning objectives

Students will:

- Create, share and display a puff paint car
- Use shapes (circle, square, rectangle, triangle) to make wheels, windows, doors and a vehicle

Materials and resources

- An assortment of cardboard shapes (squares, circles, rectangles and triangles)
- Puff Paint
- Popsicle sticks
- Paper plates cut in half

Experience

Discuss what shape vehicle wheels, headlights, doors and windows are.

Make puff paint cars

Give each child a half a paper plate (their car) and one of the puff paint recipes.

Children use a popsicle stick or their hands to mix it up and paint their plate (car).

Then give them shapes of various colours to make windows, doors, wheels and headlights for their car.

Puff Paint Recipes

Puff paint microwave recipe

Ingredients

- 1 cup all-purpose flour
- 1-1/2 tsp. baking powder
- 1/4 tsp. salt
- Food colouring

Instructions

1. Combine flour and salt in a small bowl.
2. Add a bit of water and stir until you get a smooth, thin paste (about the same consistency of stirred yogurt).
3. Add food colouring and mix well.
4. Children use their hands or popsicle sticks to paint their cars.
5. Once the headlights and doors have been put on, put paintings into a microwave for 30 seconds and watch them puff up!
6. Allow to cool before handling.

Puff paint shaving cream recipe

Ingredients

- 1/3 cup white glue
- 1/2 cup shaving cream
- Food colouring

Instructions

1. Give each child a paper cup with glue and shaving cream.
2. Add food colouring and mix well with a popsicle stick.
3. Children use their hands or popsicle sticks to paint their cars.

Traffic in my neighbourhood

Time requirement

This learning plan will take one session to complete.

Inquiry question

Can I read and illustrate a book about vehicles in my neighbourhood?

Learning objectives

Students will:

- Apply knowledge of print concepts
- Use initial consonants for predicting or confirming vocabulary
- Use background knowledge to predict text
- Demonstrate developmentally appropriate reading skills
- Engage actively as listeners, viewers and readers

Materials and resources

- Word strips for students to cut and paste: in my neighbourhood, I can see a _____, I can see them all in my neighbourhood
- Word wall images of vehicles
- Vehicle magazines

Experience

- Students cut out the word strips and, using cues from the word wall, build an emergent reader about vehicles they can see in their neighbourhood; they can draw images to match the words or cut pictures from magazines
- Practise reading their book and share it with other class members or with a buddy class



traffic in my neighbourhood

learning plan 9

Activity sheet — Traffic in my neighbourhood

In my neighbourhood

I can see a	I can see a	I can see a
I can see a	I can see a	I can see a
I can see a	I can see a	I can see them all in my neighbourhood.

Extensions

Edible snacks

- Tint cream cheese red, yellow and green, and spread the cream cheese onto a graham cracker to resemble a traffic light
- Make traffic light pizza. Spread a hot dog bun with pizza sauce. Use a slice of pepperoni for the red light, a piece of yellow cheese for the middle light and green bell peppers for the green light.
- Make rectangle sugar cookies and give each child some icing and red, yellow and green candies to ice onto the cookies; talk about the colours of traffic lights and what they mean

Songs

- [The Wheels on the Bus](#) by Raffi (1:59 min.)
- [Will's Jams](#)
 - *Grandma on the Move* (4:19 min.)
 - *Bike Safety Boogie* (2:01 min.)
 - *Walk 'n' Roll* (1:48 min.)
 - *Boost Me Up* (1:57 min.)
 - *I Have Shoes and I Can Walk* (2:33 min.)
 - *The Walking School Bus* (2:27 min.)

Activities

Visit the fire station to look at fire trucks and rescue vehicles

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

unit 2

traffic signs and signals

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about traffic signs and signals that help me to cross the road safely?

Learning objectives

Students will:

- Share at least one rule they already know about traffic signs and about signals that helps them cross the road safely

Materials and resources

- Whiteboard or flip chart

Explore

- Ask students what they know about crossing the road safely
- Ask students to name some crossing the road safely rules; record these ideas in a chart on the board
- Ask how the students have learned about crossing the road safely; explain that you'll be adding to the knowledge and skills that they have learned from their parents, family, caregivers, neighbours and friends

Reflect and connect

- Ask students to draw one crossing the road safely rule; help them label the picture
- Pair and share to discuss the crossing the road rules depicted in each of the drawings

Traffic signs and signals

Time requirement

This learning plan will take one session to complete.

Inquiry question

What signs and signals can help us to cross the road safely?

Learning objectives

Students will:

- Identify common traffic signals
- Identify the colours and shapes of common traffic signals

Materials and resources

- [Pedestrian signal](#) activity sheet on page 44
- [Traffic signal](#) activity sheet on page 46
- Variety of shapes to make stop signs (hexagon, rectangle, square, circles)

Reflect and connect

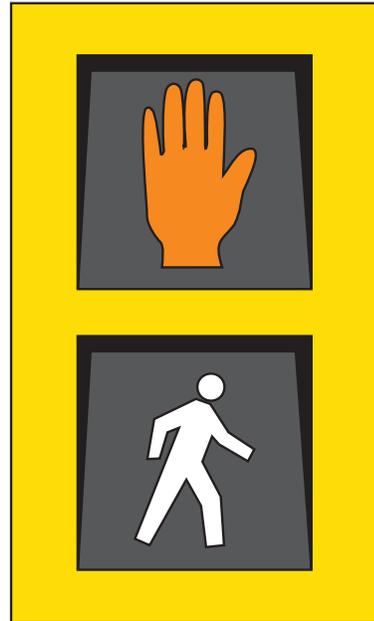
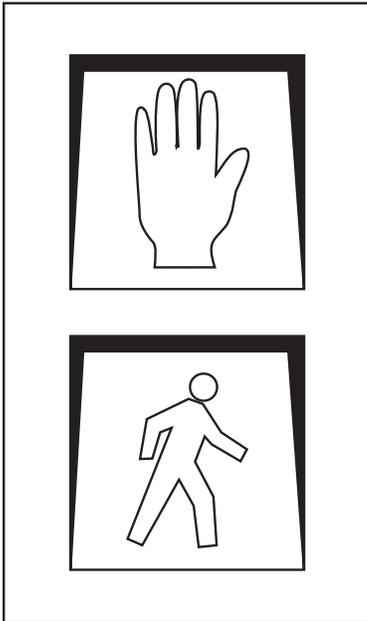
- Ask students about the different types of roads in their neighbourhood — what makes one road different from another road?
- Encourage students to consider the number of lanes of traffic, the number of vehicles travelling along the road, the speed of those vehicles, whether there is a parking lane, whether vehicles travel right beside the curb of the sidewalk, and so on.
- If they had to cross a road, how would the students describe the best place to cross? What would they look for?



Explore

- Show the black and white image of the pedestrian signal. Hide the coloured half of the page. Ask:
 - Have they seen this before? Where can they find this signal in their neighbourhood?
 - Do they know the names of the two signals (walk signal, wait signal)?
 - Do they know what colours illuminate these images?
- Then hold up the coloured image for the students to see

Activity sheet





traffic signs and signals

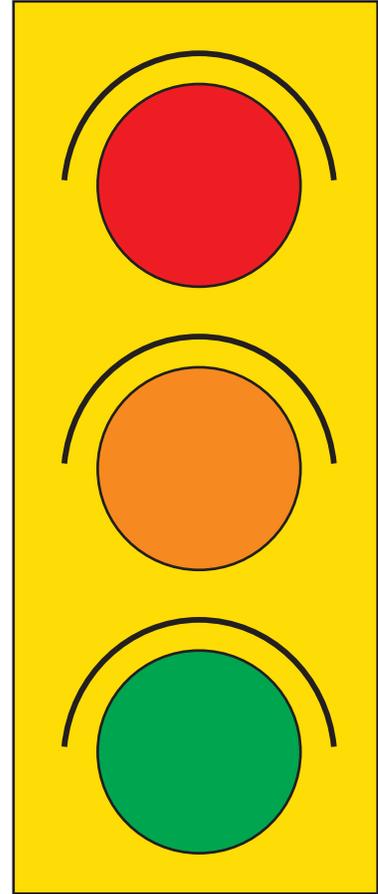
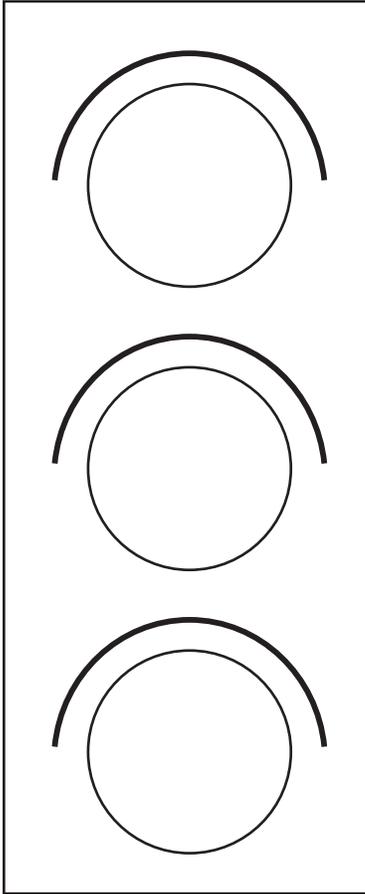
learning plan 2

Show the black and white image of the traffic light and discuss the shape. Hide the coloured half of the page. Ask:

- Do the students know which three colours make up a traffic signal?
- Do they know which colour goes in each of the spaces?

Then hold up the coloured image for the students to see.

Activity sheet





traffic signs and signals

learning plan 2

Ask students if they recognize that these signals are telling us how to behave in each particular traffic situation:

- We can walk when the WALK signal begins
- We don't begin walking when we come to a WAIT signal
- We don't begin walking on a WAIT signal, even if the traffic light shows green

Sing

Sing the traffic light song (to the tune of *Are you sleeping?*)

Green says go. Green says go. Go, go, go. Go, go, go.

Yellow says slow. Yellow says slow. (*sing next two phrases slower*) Slow, slow, slow.
Slow, slow, slow.

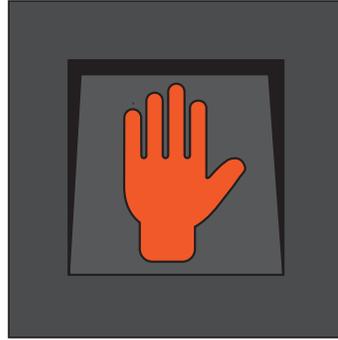
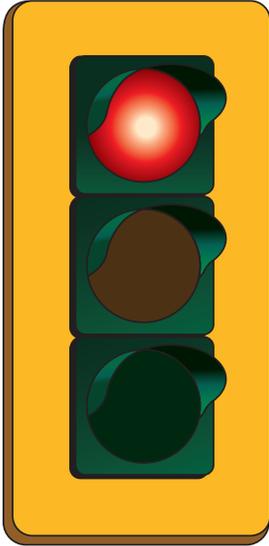
Red says stop. Red says stop. Stop, stop, stop. Stop, stop, stop.

Go, go, go. (*sing next phrase slower*) Slow, slow, slow. And now stop.

Explore

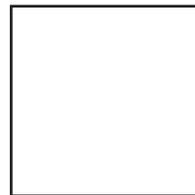
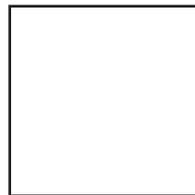
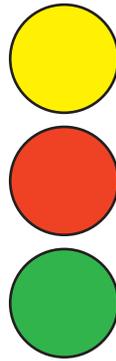
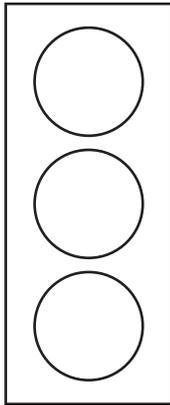
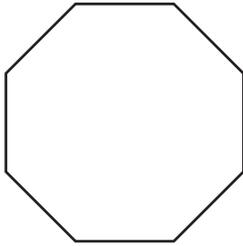
- Stop signs can be displayed in different ways and different shapes
- Show the students a variety of stop signs — what do they all have in common? (Answer: Red)
- Have the students use the template to make their own stop sign

Activity sheet



Activity sheet

T	P	O	S
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traffic signs and signals

learning plan 2

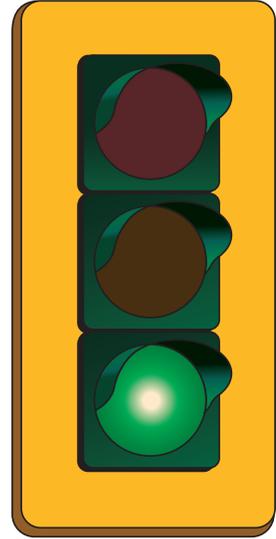
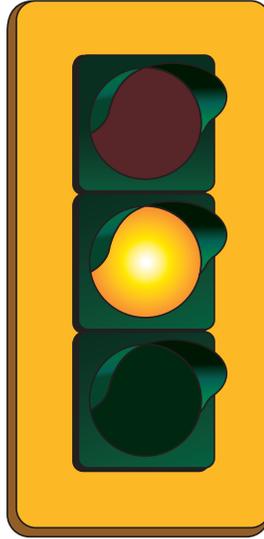
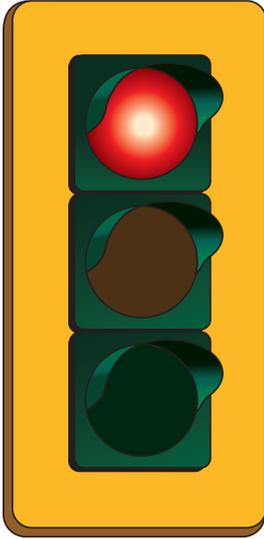
Play red light green light

To play, one person is chosen to be “It” (the traffic light). He or she stands a good distance away from the other players (5+ metres), with his back to them. The other players stand in a line facing It. When It calls Green Light, the other players move towards It until he or she spins around, calling Red Light. When the players hear the red light command, they must freeze on the spot. Any child seen moving must return to the starting line. The children must remain frozen until the next Green Light command is given. Play continues in this manner until someone reaches It and tags him or her. The tagger becomes the new It and the game begins again. You could include a Yellow Light command that requires the players to move in slow motion.

Play Simon Says

Use traffic signs to play Simon Says. Students begin at the back of the classroom and take the appropriate action when the signs are displayed.

Activity sheet





Word wall

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do the signs and signals along the roadside mean? Why are they important to me?

Learning objectives

Students will:

- Match word labels with images
- Recognize the various shapes of the traffic signals (circle, triangle, hexagon, square, rectangle)
- Demonstrate understanding of what the signs say
- Apply knowledge of print concepts
- Use background knowledge to predict text
- Demonstrate developmentally appropriate reading skills
- Engage actively as listeners, viewers and readers
- Use the words on the word wall to write a story
- Recognize words on the word wall
- Conduct a self-reflection

Materials and resources

- [Traffic sign words and images](#) on page 54



word wall

learning plan 3

Explore

To encourage vocabulary development and reinforce language skills, have students help you create a word wall with pictures and names of traffic signs. The word wall can be as simple or as complex as you want. For the simplest word wall, use a sentence strip pocket chart where you can cut the words to size and slip them into the pockets. If you have more wall space for displays, place the letters of the alphabet in a row and display the current word wall words below the corresponding letters. If there is no board space or wall space available, hang a clothesline across the room and clothespin the words to the line.

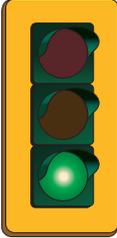
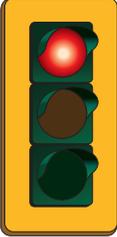
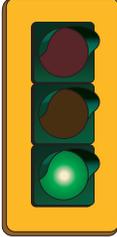
Experience

- Brainstorm traffic signs to add to the wall
- Is each sign the same shape?
- Think of other signs in the neighbourhood that could go on the word wall
- Read the word wall with the class
- Play the game "I'm thinking of a word that starts with 't'..." — "Who can find the word?"

Self-reflection

Have the students compose/draw a reflective writing piece about what they learned about traffic signals and crossing the road safely. Do they have an experience to share? Help them write words from the word wall.

Activity sheet

				
Railroad Crossing	Yield	Stop	No Bikes	Do Not Enter
				
Traffic Light	Walk	Don't Walk	Wrong Way	Speed Sign
				
Stop	Wait	Go	Hospital	Bike Route



word wall

learning plan 3

Go beyond

- With input from students, plan a 20-minute sign scavenger hunt walk through the school's neighbourhood. Before you go, review crossing safety rules. Select streets with sidewalks and at least one opportunity to cross the road. On the walk, point out familiar street signs. Students check the signs on their word wall page and see how many they can find.
- Or conduct a road safety scavenger hunt in the gymnasium. Photocopy five sets of the word wall images. Cut them out and place them around the gymnasium or playground. In teams of five, children could find at least five of the images. Each group reports on their findings.
- Have students use the word wall images and labels of traffic signs to create mini books or a mobile of traffic signs in their neighbourhood
- Practise reading their book, and share it with other class members or with a buddy class

Crossing the street

Time requirement

This learning plan will take one session to complete.

Inquiry question

What are the key points to remember when crossing a street? What signs and signals should I look out for?

Learning objectives

Students will:

- Participate in discussions about crossing safety
- Identify behaviours that are not safe when crossing the street
- Apply knowledge of print concepts
- Use background knowledge to predict text
- Demonstrate developmentally appropriate reading skills
- Engage actively as listeners viewers and readers
- Conduct a self-reflection

Materials and resources

- [Crossing the Street video](#) (2:44 min.)
- [Crosswalk safety](#) activity sheet on page 60

Watch and listen

Watch the [Crossing the Street video](#) (2:44 min.)

Synopsis: In a series of settings, Tiara, Dante and other children show safe ways to cross the street in a variety of situations — pedestrian-controlled crosswalks, crosswalks with crossing guards, more dangerous multi-lane streets and traffic circles. Information is repeated to reinforce learning.

Discuss the main points of the video. Ask what the children in the video did to ensure that they were using their road safety skills even when they were crossing with a crossing guard. Answer: They followed the guard's lead, remained alert, continued thinking for themselves, and looked left, looked right and looked left again.

Reflect and connect

What are the key points to remember when you're crossing a laneway, street corner or crosswalk?

- Always stop, look, listen and look again before crossing a laneway or street
- Cross a road where there's a traffic light or a crosswalk — it's safest
- Always cross and hold hands with an adult or an older friend; point out that adults are more familiar with the road rules and can also decide when a situation may be dangerous
- Make eye contact with drivers and cyclists — don't assume that because you can see them, they can see you
- Watch all traffic signals, and wait until all the cars, trucks and bikes have stopped
- While crossing, keep looking left, right and then left again to double-check that oncoming cars and bicycles have seen you and have stopped
- Watch out for cars turning a corner, or entering and exiting a laneway
- Always walk in a straight line, and never run across a street.

What do you do at an intersection that has a crossing guard?

- Stop and take a giant step back from the curb, away from traffic
- Look left, right and left again so that you see what the guard sees
- Wait until the crossing guard tells you it's safe to cross
- Watch all traffic signals, and make sure cars have stopped
- Remove headphones and put cellphone away

How do you cross the street that has a pedestrian-controlled crossing?

- Always cross and hold hands with an adult or an older friend
- At a corner with a traffic light, wait a giant step back from the curb
- Push the button to change the light and wait, but don't assume that a walk signal or green light means that the cars have stopped — you still need to check left, right and then left again.



crossing the street

learning plan 4

- Before crossing look left, right and left over your shoulder to check traffic beside and behind you to see if cars coming around the corner have stopped
- Make eye contact with drivers so they see you and you know they've stopped
- Don't walk until all traffic in both directions has stopped — and make eye contact with drivers in each lane to make sure that they've seen you
- Remove headphones and put cellphone away

How do you cross a street with more than one traffic lane going in the same direction?

- Make eye contact and check that drivers in every lane see you and have stopped before you walk
- Always cross and hold hands with an adult or an older friend
- While you're crossing, stop in front of the vehicle in the first lane and check again that approaching vehicles in the second lane see you and have stopped before you walk into that lane
- Don't assume all drivers are paying attention or can see you — just because one driver has stopped, that doesn't mean other drivers will stop

How do you cross an intersection with a traffic circle?

- Never take shortcuts across a traffic circle — in other words, don't walk diagonally across the intersection.
- If you need to get to the furthest corner at a traffic circle, you'll need to walk across both streets — use the same rules for crossing both times

Questions

- Why not cross in the middle of the street? Or chase a ball onto the street?
- Why listen to the school crossing guard?
- Why always hold the hand of an adult or an older friend?
- Why make eye contact with drivers and cyclists and make sure they've stopped before crossing?
- When walking in traffic or crossing the street, what's wrong with wearing headphones or talking/texting on a cellphone?
- Who else uses the sidewalk?



crossing the street

learning plan 4

Reflect and connect

Show students the Crossing safely photos and discuss. Highlight the safety message that children should always walk and cross the road with adult supervision, and use the 'stop, look, listen and think' procedure

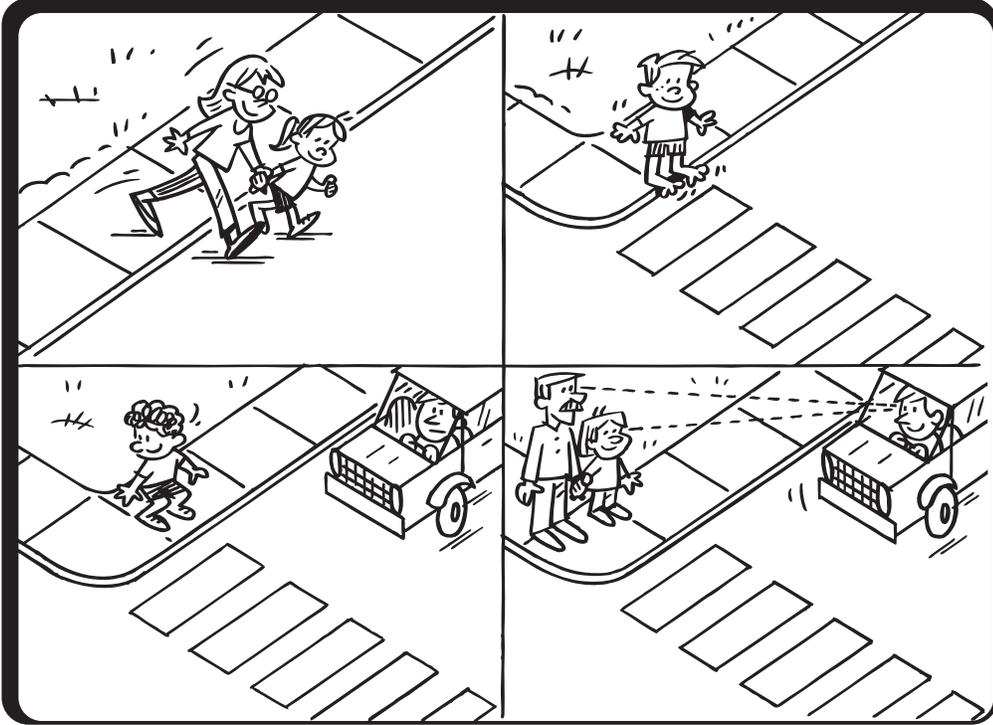
Identify safe and unsafe behaviours

Have the students complete the crosswalk safety activity sheet on the next page. Instruct them to colour in the one scene where the pedestrians are ready to cross safely. If necessary, discuss the various behaviours before asking students to complete the page. Can they identify:

- What's going on in each of the four drawings?
- What's wrong in three of them?

Activity sheet

crosswalk safety Put an X on the 3 pictures of the people making an unsafe choice.





crossing the street

learning plan 4

Using Super Powers — Physical education activity

Role play

Tape a line of masking tape or draw a line with chalk on the floor or playground. Have your students practise stopping at the line (“secret force field/imaginary stop sign”) while running towards it or chasing a ball and see how fast they can stop. Invite children to role-play different traffic scenarios. They can act as pedestrians, drivers and crossing guards. Have them practise making eye contact before crossing. Simulate crossing the road safely practising using their senses and super powers.

Self-reflection

I used to think... But now, I think...

This thinking routine helps students reflect on how and why their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about traffic. Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.

Rules and consequences

Time requirement

This learning plan will take one session to complete.

Inquiry question

How can storytelling be used to convey an important message? What is an important role of Elders? Why is it important to follow rules? How can a talking circle be used to practise listening and communicating?

Learning objectives

Students will:

- Understand the rationale behind pedestrian safety rules
- Understand that storytelling can be used to teach a lesson
- Participate in a talking circle
- Explain the possible consequences of not following a pedestrian safety rule
- Conduct a self-reflection

Materials and resources

- Cree Story: The Granddaughter who was Eaten by a Big Fish (MP3 file) (Resource: [The Learning Circle: Classroom Activities on First Nations in Canada – Ages 8 to 11](#)) (6:15 min.)
- Wooden dowel(s) for each student or teams, colourful ribbons, beads, feathers, leather cord
- Story starter template
- [I am learning about road safety](#) activity sheet on pages 68 and 69



rules and consequences

learning plan 5

Reflect and connect

Explain to the students that there are many safety rules to remember and follow. Ask them why they should follow the rules. What are the consequences if they do not follow them?

Discuss how adults/seniors in all societies play a role in passing along cultural stories and ideas and rules to keep children safe. Then explain that oral traditions are especially important among First Peoples in passing on their cultures.

Discuss the importance and purpose of oral traditions, including First Nations storytelling, which, for example, passes on important information about people and events, helps people remember the past and teaches important lessons. Explain how, in First Peoples' communities, Elders are especially important in nurturing cultural, traditional and spiritual understanding, and that are shown a special kind of respect because of their knowledge, wisdom and life experiences. The stories they tell bring life from the past to the present in a way that not only tells, but also teaches.

Watch and listen

Activity — Cree Story: The Granddaughter who was Eaten by a Big Fish (Resource: [The Learning Circle: Classroom Activities on First Nations in Canada – Ages 8 to 11](#))
[Download this story](#) (MP3, 5.8 MB) (6:15 min.)

The Granddaughter who was Eaten by a Big Fish

[Download this story](#) (MP3, 5.8 MB)

You may read the story to students, play the audio version, or tell it from memory. Should you decide to tell the story, read it over a few times to get a general sense of the plot. Try a practice run of telling it out loud. The actual words of the story are not as important as the general concepts and characters.

This is a story about Gookum (which is the Cree word for “grandmother”) and her mischievous granddaughter, Beulah. Beulah was a very curious little girl. She was always wandering off from the camp, looking for adventures. Gookum was always telling her to listen. One day, Gookum asked Beulah to get some water from the lake so she could make soup.

“Whatever you do, don’t go swimming in the lake alone,” said Gookum.

“Why not?” asked Beulah.



rules and consequences

learning plan 5

"Because there is a giant fish in that lake, and he will catch you and swallow you up if you swim too far."

"Eeeeyea, Gookum. I'm not afraid of a big fish."

So, Beulah went off to collect the water. Oh, it was a nice warm day. The sun shone brightly.

A squirrel chattered as she walked along the path.

"Go away, silly squirrel. I am busy."

A butterfly flew around the girl. She ran around in circles trying to catch the butterfly until it flew away. "I am really hot now," Beulah said to herself.

Finally, Beulah came to the lake. She went to the big rock where Gookum had showed her to stand to get water. She dipped her buckets in the lake. They filled up quickly. Those buckets were heavy now. She had to be very careful when she carried them to the shore, they were so heavy. With a cup, she scooped out the little sticks and leaves that floated on the top. She was ready to carry them back now.

Carrying the buckets made Beulah tired. She lay down next to the water, in a nice spot on a large flat rock. The sun shone on her. She was very hot, so she took off her shirt.

A blue jay landed in a tree next to the path.

The blue jay squawked at her.

"You noisy old bird. Stop disturbing me." The blue jay flew away.

Beulah decided to have a quick swim, just to cool off before she took the water back for Gookum. She removed all of her clothes and dived in.

The water was nice and cool. Beulah was a good swimmer. She decided she would swim out as far as she could. As she swam out, Beulah saw a huge silver flash in the water. It was a great big fish, and with one gulp, it swallowed her whole! Beulah found she was trapped in the stomach of the huge fish Gookum had warned her about.

"Oh no," she cried. "I should have listened to Gookum!"

Beulah had been gone a long time. Gookum thought that she had found an adventure and forgotten to get water. There was no point in worrying about her — there were chores to be done around camp. She cut wood and made dinner. When Beulah wasn't home by night, Gookum was worried, but she knew the little girl was able to take care of herself in the woods.



rules and consequences

learning plan 5

The next day, Beulah still was not back. Gookum needed food, so she gathered the fishing net and went down to the lake. She caught six fish. One was a huge creature that stretched as long as her arms and more. That big fish would feed a whole family for a week.

She started cutting up all the fish. When she finally got to the big fish, she slid the knife into the belly. Beulah jumped out, very much alive.

At first, Gookum was startled, but she quickly realized it was Beulah, who was covered head to toe in slimy, sticky fish innards.

She shook her head at Beulah, and began to laugh at her. "I told you, I told you not to swim in the lake." Beulah bowed her head and said nothing. She just went to the lake to clean off all the smelly fish slime.

Reflect and Connect

- Why didn't Gookum want her granddaughter to swim in the lake?
- What was Beulah's reaction when she was told not to swim in the lake? Do you think that was the right way to act?
- Why did Beulah disobey Gookum? Do you think there may have been other ways for her to cool off without swimming in the lake?
- How did Gookum react when she discovered Beulah in the big fish? How do you think she felt?
- Do you think Beulah learned something? What did she learn?
- What did you learn?

Explore

In the story Beulah is visited by three animals on her trip to the lake: a squirrel, a butterfly and a blue jay. Remind the class about Beulah's encounters with these three animals, and how she treated them. Now have the class imagine that the animals were trying to remind the girl of what Gookum had said.

What would the animals be trying to tell Beulah? For example, the blue jay may say, "Squawwwk... Gookum told you not to swim."

Have students discuss what the animals might have been saying to Beulah. Ask the students to think of a crossing the road safely rule that they think is important. What are the consequences if that rule is not followed? What would one of the animals say to a student not following a road safety rule?

Talking Circle — Speaking to Communicate

Have students sit in a circle and place a stuffed animal in the middle. Ask the students to identify circles. Wheels are circles, for example. Explain to students that some First Peoples use a "talking circle" to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- A stuffed animal is the talking object
- When a person has the stuffed animal (talking object), it is their turn to share thoughts, without interruption and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction
- If someone does not want to speak, they pass the stuffed animal to the next person

Talking circle topic:

What was one of the animals was trying to tell Beulah? (For example, the blue jay may have been saying, "Squawwwk... Gookum told you not to swim.") Who/what in your neighbourhood helps you to stay safe?

Hand the talking object to a student who is comfortable speaking. The student holds the talking object and answers the question. They then pass the talking object to the person on their right. Continue passing the talking object until each person has had a chance to speak.



rules and consequences

learning plan 5

Go beyond

Illustrate, generate, connect and engage

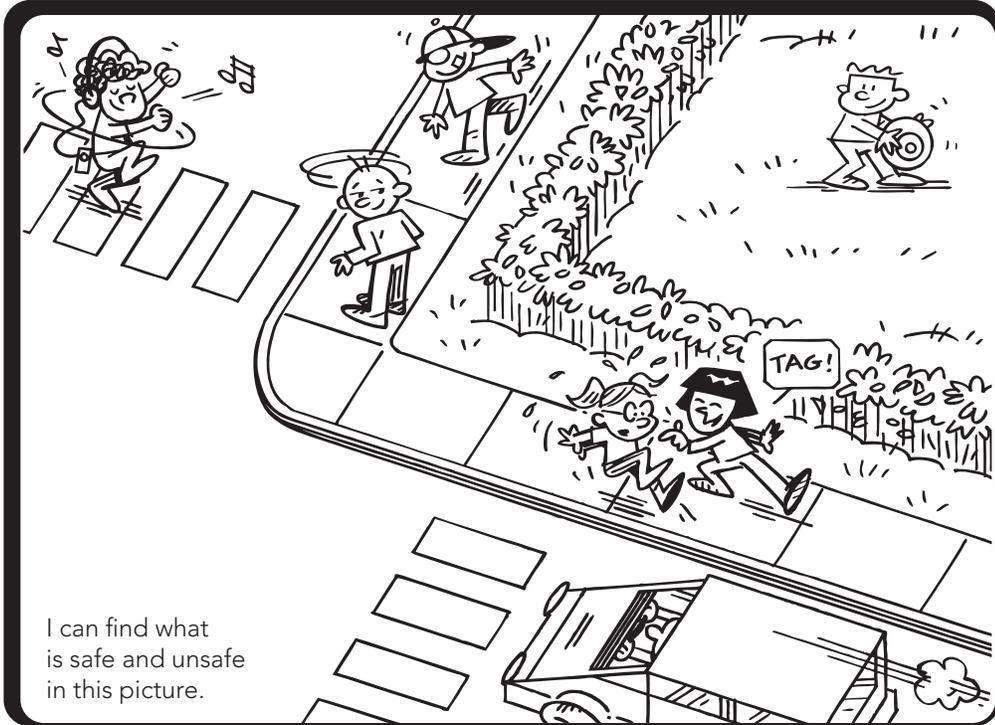
Have students draw a story conveying an important road safety rule to follow. What are the consequences if it is not followed? What signs and signals can help them? They can write the words for their story or get help with the writing. Pair and share their stories.

Investigate

- As a class, look over pages 14 and 15 of the activity album
- Can students identify the five sets of twins? Have students colour in each pair of twins so that they are wearing the same colour of clothes (each page has one of each of the pairs). Did the students realize that one of the twins is using their road safety skills, and one is not?
- Have students draw a red X over the twin who's not behaving safely.

Activity sheet

I am learning about road safety.



I can find what is safe and unsafe in this picture.



Unit review

Time requirement

This learning plan will take one session to complete

Inquiry question

How can I help the bus driver keep passengers safe?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Identify problems and make decisions
- Conduct a self-reflection

Materials and resources

- *Walk 'n' Roll* song and lyrics ([Available on Spotify](#)) (1:48 min.)
- Problem-solving traffic light

Collaborate, explore, present

Read each scenario to the students. Ask them to demonstrate their problem-solving skills by using a problem-solving traffic light to:

- Red: Stop and identify the problem
- Yellow: Look at the choices and then make the safest decision
- Green: Go! Follow through with the decision

Problem-solving scenarios (example)

1. What if you are walking to school on the sidewalk and some children start pushing and shoving in line? What would you do?
2. What if you are walking to school with an older sibling and the traffic light is red? There is no traffic on the street. Your older sibling wants to run across the road. What would you do?



unit review

learning plan 6

Self-reflection

I used to think... But now, I think...

This thinking routine helps students reflect on how and why their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about traffic. Then, prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.



Walk 'n' Roll [Available on Spotify \(1:48 min.\)](#)

Play the Walk 'n' Roll song. Introduce the actions and have students sing along.

Walk 'n' Roll (1:47)	Accompanying actions
Chorus: Walk the talk, talk the walk Talk the talk, and walk the walk	<i>Marching on the spot</i>
Wear something bright	<i>Same as above</i>
Look left and look right	<i>STOP marching look left, look right</i>
Wait for the light	<i>Raise hand in front (for example, halt)</i>
Make sure you're in the driver's eyesight	<i>Hands overtop eyebrows (for example, peering into distance)</i>
Chorus	<i>Marching on the spot</i>
Please don't jaywalk	<i>Both arms outstretched (for example, to hold back your neighbour from stepping forward)</i>
Go to a crosswalk	<i>Same as above</i>
Hold my hand tight	<i>Reach out a hand (for example, as if you were holding your parent's hand)</i>
We'll wait for the crossing light	<i>Same as above</i>
Left, right Left, right and Left and right	<i>Look left, look right (repeat)</i>
Listen to my song You might think it's rock 'n' roll But it ain't rock 'n' roll Baby this is walk 'n' roll	<i>Play air guitar</i>
Chorus	<i>Marching on the spot</i>
Tell me what do you see	<i>Hands overtop eyebrows (for example, peering into distance)</i>
And what do you hear	<i>Both hands cupped over ears</i>
Use your common sense	<i>Tap forehead and nod</i>
Make sure that the coast is clear	<i>Look left, look right</i>
Chorus	<i>Marching on the spot</i>
Wear something bright	<i>Look left, look right</i>
Look left and look right	<i>Same as above (add marching on the spot, if you wish)</i>
Wait for the light	<i>STOP marching raise hands in front (for example, halt)</i>
Make sure you're in the driver's eyesight	<i>Hands overtop eyebrows (for example, peering into distance)</i>



unit review

learning plan 6

Extensions

- If your school has crossing guards, consider inviting one of them to visit the class and give a short presentation on crossing safety
- Visit a fire station

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

unit 3
road safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about road safety?

Learning objectives

Students will:

- Depict, share, discuss and write at least one rule they already know about walking safely

Materials and resources:

- Whiteboard or flip chart

Explore

- Ask students what they know about walking safely. Where do they walk to?
 - Why do they choose to travel to these places on foot?
 - Who do they walk with?
 - Are they allowed to walk to places on their own?
 - When do they need to hold the hand of an adult?
- Ask students to list some walking on the road rules that they already know; record these ideas in a chart on the board
- Ask how the students have learned about walking on the road safety — explain that you'll be adding to the knowledge and skills that they have learned from their parents, family, caregivers, neighbours and friends



determining prior knowledge

learning plan 1

- Ask students if they can picture a place that they walk in and among cars without a sidewalk.
 - Parking lots: What does their parent/caregiver do to make sure that it is safe for them to walk through a parking lot?
 - Laneways/alleys and roads without sidewalks: How do they walk safely in these places?
 - Emphasize the need to be extra careful and watch for:
 - Moving vehicles (in parking lots, where drivers often cannot see pedestrians)
 - Oncoming vehicles (along laneways and roads without sidewalks)

Reflect and connect

- Ask students to draw one walking to school safety rule; help them label the picture
- Pair and share to discuss the walking to school safety rules the students already know



Getting ready to ride

Time requirement

This learning plan will take one session to complete.

Inquiry question

How do most of us get to school? What mode of transportation is used most often?

Learning objectives

Students will:

- Predict the most popular mode of transportation to school
- Represent observations by graphing modes of transportation to school
- Gather information, analyze data and communicate findings

Materials and resources

- [*This Is the Way We Go to School: A Book About Children Around the World*](#) by Edith Baer (3:42 min.)
- Prepare a large graph surface on whiteboard, chart paper or graph paper. Use the longer side of paper as the bottom so that you can fit up to 10 vertical columns along the page. Draw vertical and horizontal columns on the page to create a graph. (See following example.)
- Title the graph “How Do We Get to School?” Label the columns along the top of the graph with words/pictures of several different modes of transportation your students use to get to school, such as a school bus, a car, a train, a public bus, a bike, a scooter, walking, etc. (See following example.)
- 2–3-inch paper strips for children to write their names on



getting ready to ride

learning plan 2

Activity sheet — How do we get to school?

bicycle	walk	bus	car	scooter	train	horse



getting ready to ride

learning plan 2

Explore, graph, connect

- Discuss the various means of transportation to commute to school and work. What types of transportation have students used to get to school? Which modes do their families use the most? Which modes do their families use the least?
- Read or listen to the story [*This Is the Way We Go to School: A Book About Children Around the World by Edith Baer*](#) (3:42 min.)
- Tell the class that you are going to take a survey on how everyone gets to school — bring out the graph you prepared ahead of time, distribute the strips and have each student write their name on a strip
- Ask students to answer the graph's question one at a time by taping their names below the mode of transportation that their family uses the most to get to school
- When reading the graph, ask students questions about their daily routines; start by reviewing each mode of transportation in order to count the number of students who use each one
- Compare and analyze the data. Prompt students with questions. What is the most popular means of transportation? The least popular?
- Ask students if anything surprised them about the results
- Count/tally the numbers in each column
- Have students use macaroni or Cheerios to make their own graph to take home

My neighbourhood

Time requirement

This learning plan will take one session to complete.

Inquiry question

What is in my neighbourhood?

Learning objectives

Students will:

- Identify cardinal points (north, south, east, west)
- Identify key locations in the neighbourhood
- Create a map of their neighbourhood

Materials and resources

- [Franklin's Neighbourhood](#) by Paulette Bourgeois (6:38 min.)
- Whiteboard or flip chart

Investigate, explore, depict

- Introduce students to cardinal points. Have a N, S, E and W placed appropriately on the walls of the classroom. To make sure all of the students comprehend correctly, have the students stand up and face north, south, east and west. Have students identify a mystery object in the classroom by using a series of directional clues to aid them. Next, divide students into pairs and have one child guide their partner to an object using the directional clues. For example, take four giant steps east, now take three tiny steps north.
- Play Simon Says using the terms north, south, east and west (labels on the classroom walls will cue students)
- Read or listen to the story *Franklin's Neighbourhood* by Paulette Bourgeois
- Discuss where key things are in their neighbourhood
- On the whiteboard or flip chart, map the school neighbourhood
- Have students depict their neighbourhood using paper and crayons or with plasticine/salt dough to make a 3-D picture of it; mark the cardinal points on it



Choosing the best route to school

Time requirement

This learning plan will take one session to complete.

Inquiry question

What is the best route to school?

Learning objectives

Students will:

- Identify the choices involved in reducing risks when choosing a best route to school

Materials and resources

- [Best route to school](#) activity sheet on page 84, and an 11x17 copy for the teacher

Explore

- Explain to the students that you want to get from where you are standing to the other side of the room
- Identify at least two paths: one that's quite direct, but a tight squeeze — and the other that's comfortable, but possibly a bit longer
- Ask students which one they would choose, and what helped to make that choice
- Debrief: Explain to students that, before we walk to someplace new, we think about the route we might take and look to see if there are better options. In the classroom, it was the (filing cabinet, table, bookcase) that made one route a bit cumbersome and it was the (clear path, aisle, corridor) that made the other route a better choice.
- Ask students what they look for when deciding on a safe walking route to school, the park, a nearby store, etc. What characteristics of a route make it safer?

Investigate

- Display the activity from page 6 (on overhead, or 11×17 copy). Ask students to identify the following pairs of opposites in the key:
 - Student walking alone/student walking with an adult
 - Busy street/quiet street
 - Street with sidewalk/street without sidewalk
 - Intersections with crosswalk/intersections without crosswalk
- Explain that the challenge is for the student in the picture to choose the best route to school using their road safety knowledge
- Brainstorm all the potential dangers
- Brainstorm all the possible safe ways to travel from their home to school and back
- Decide upon the safest path and why it is the safest
- Discuss why the other paths are not as safe
- Give students a copy of activity album page 6 and have them complete it (on their own, or with a Grade 5 buddy)

Reflect and connect

Demonstrate the best route to school on the larger image of page 6 and ask students to compare this with what they have drawn in their activity album.

Go beyond

Host a [Kindergarten Playdate](#). A Kindergarten Playdate is an event hosted at school during the spring or summer that brings families together to meet each other and to learn about their new school and community.

Activity sheet

I can choose a best route to school.

Legend:

- busy street
- quiet street
- street with sidewalk
- street without sidewalk
- intersection with crosswalk
- intersection without crosswalk

START (HOME)

FINISH (SCHOOL)

Sidewalk safety

Time requirement

This learning plan will take one session to complete.

Inquiry question

What is sidewalk safety?

Learning objectives

Students will:

- Engage actively as listeners and viewers to develop an understanding of sidewalk and railroad track safety
- Describe how they practise walking safety skills
- Communicate an understanding of the dangers associated with walking on sidewalks, railroad tracks and roads without sidewalks
- Depict an understanding of walking to school skills

Materials and resources

- [Sidewalk safety](#) video (3:15 min.)
- [Sidewalk safety](#) activity sheet on page 90
- [School bus and rural pedestrian safety](#) video (3:45 min.)
- [We walk carefully on roads without sidewalks](#) activity sheet on page 92
- [We are careful around railway tracks](#) activity sheet on page 94
- Wax paper
- Magazines



sidewalk safety

learning plan 5

Watch and listen

Watch the video [Sidewalk Safety](#) (3:15) and discuss the main points that are developed in these scenes.

Summary: Tiara introduces three young children to their amazing super powers. In a voice-over, we see two children walk, stop, look and listen, and then safely cross a laneway, as Tiara explains that their super feet can stop wherever there might be danger, their super ears can listen for cars and trucks, and their super eyes can look to see when the way is clear. Put your super powers together, she asks, and what do you have? Stop, look, listen and listen again. Children model safe practices when they are near a curb, crossing the street at a crosswalk and walking where there are no sidewalks. Tiara tells children to imagine that the curb has a super force and invites them to think of curbs as imaginary stop signs. This video shows what to do when children run towards a curb to catch a ball or are called to cross the street between parked cars.

Reflect and connect

Where should you walk on the sidewalk and why?

- Walk with a buddy or a grown-up
- Walk in the middle of the sidewalk — well away from the curb
- Wear bright clothes and reflective tape on jackets or backpacks so that you're visible to drivers; this is especially important at night or on rainy days
- When walking with friends, don't push and shove — spread out so you can all walk safely
- Be courteous to other pedestrians, especially those with walkers, canes, wheelchairs, strollers or younger children
- Be aware of others around you, people on skateboards and scooters or walking with dogs
- Stay safely away from trucks because truck drivers have limited visibility. They often make wide turns at intersections because they need extra room to turn. Step back from the corner or the curb to leave them room to manoeuvre.



sidewalk safety

learning plan 5

Why should you think of the curb as an imaginary stop sign?

- Think of it as having a secret force and stop
- Never run into the road to chase a ball or a friend — especially between parked cars — as drivers don't expect you to be in the street and won't see you until it may be too late to stop
- Never cross mid-block even if a friend calls to you to cross over; tell your friend you'll meet them at the corner or at a crosswalk
- Think for yourself and make safe choices

What do you do if you're walking where there are no sidewalks?

- Walk on the left-hand side of the road facing traffic so you see oncoming cars and trucks and they see you
- Walk a safe distance from the road away from the traffic
- If you're walking with friends, walk single file; don't fool around or shove each other
- Be aware of ditches and other hazards that might be dangerous

Watch and listen

Watch [School bus and rural pedestrian safety](#) (3:46) and discuss key points made in these scenes.

Synopsis: A series of short scenes where children model how to walk along rural roads, cross train tracks and learn safety rules about waiting for, and exiting, a school bus.

Explore

When you walk on rural roads or roads without sidewalks, what do you need to pay attention to?

- Walk on the left side of the road facing oncoming traffic
- Walk well away from the road, but not too close to ditches or other hazards
- If you're walking with friends, always walk in a single file — don't fool around or shove each other
- Stay far away from trucks and stand well back when you're at a corner or crosswalk; trucks require extra space for turning

How do you safely cross railway tracks?

- Stop, look, and listen and look again
- Never cross when you hear or see a train coming, or if the crossing lights are flashing. Never duck under the crossing barrier if it's being lowered, or if it's already down. Never race a train.
- Be careful when stepping over the rails; always walk a bike across railway tracks
- Always check twice when you cross, especially with double tracks
- Don't play on railway tracks or cross over a river or valley by walking along a train bridge

Discuss some of the road safety skills needed when walking along roads without sidewalks:

- The need to walk with an adult
- Walking along the left side of the road makes it easier for you to see oncoming vehicles and for drivers to see you

Reflect and connect

- Why watch out for ditches when you walk on a road without sidewalks? What else should you watch out for?
- How are your clothes important for your safety?
- You hear a train coming, but it's not in sight. Do you cross?
- Why is it dangerous to play on train tracks?
- What clues tell you that a train is coming?

Investigate

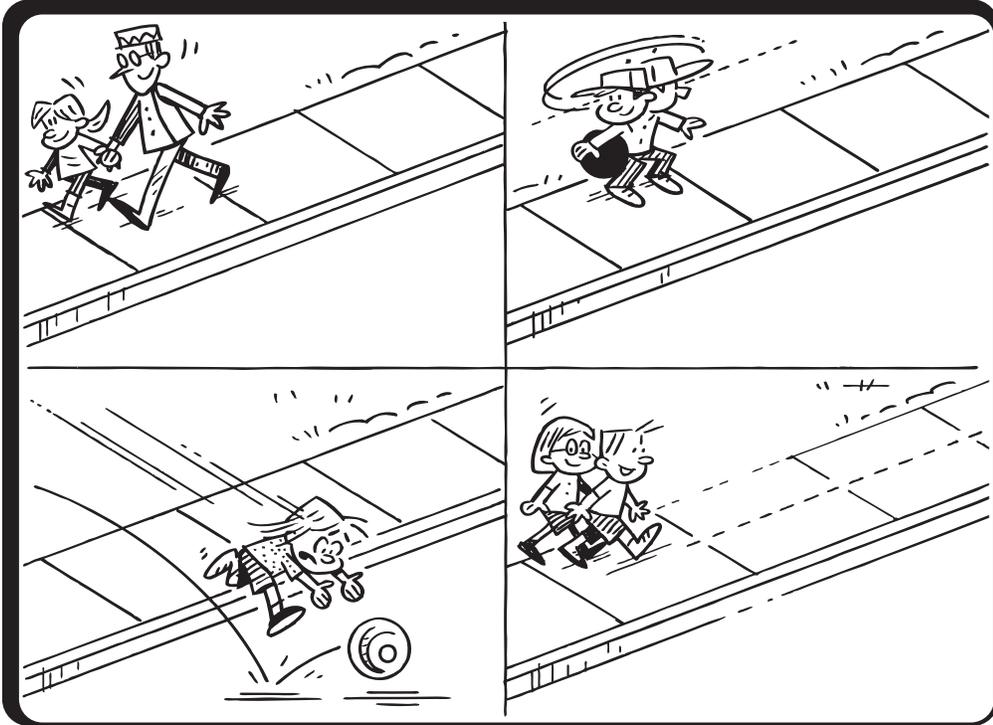
From a window or doorway, or while on a walk, look at the nearest sidewalk. Identify the inside and outside of the sidewalk.

- Ask students to list the significant elements along this stretch of sidewalk — especially the features between the sidewalk and the roadway (for example, bushes, planters, median, garbage or recycling bins blocking the sidewalk)
- Point out to students how close the outside of the sidewalk is to the traffic. Are there parked cars along the road? Is there a median? How does this make them safer? How might it make them less safe?

- At a mock-up of a sidewalk in the gym or playground, move to a safe location and, with tape or chalk, make a line along the middle of the “sidewalk” and identify the inside and outside of this sidewalk.
 - Encourage students to think of this chalk/tape line as the “force field” that prevents them from moving too close to the curb
 - Ask students to keep to the inside of this sidewalk and to practise walking safely without pushing or bumping into each other
 - After a short while, roll the soccer ball across the sidewalk into the “street” (don’t do this if you’re demonstrating sidewalk safety along an actual sidewalk)
 - Depending on how the students react, ask “Is anyone going to get that?”
 - Ask students how they would deal with this scenario (for example, their ball has rolled into the street)
 - Ask students what dangers they perceive in this scenario. How could they avoid these dangers?
- Play Runaway Sidewalk
 - Have the class lying on the floor or playground, shoulder to shoulder (on back), forming a sidewalk. Two students (one on each side of the sidewalk) roll the ball (pedestrian) over the students. The object of the game is to continually have a “sidewalk” (students) available for the “pedestrian” (ball). In order for this to happen, students must get up and go to end of line as soon as the ball passes over their body. As the students jump up and run to the end of the line, they must follow the lines on the gym floor using their super force.
- As a class, review the images on the Sidewalk Safety activity sheet on page 90 and ask students to describe what’s going on in each of the pictures.
- Ask students to describe what the sidewalks and streets are like around their home and on their route to school. Are the streets quiet, with few cars, or is there a lot of vehicle traffic? Are the cars travelling quickly or slowly?
- Ask students to complete the Sidewalk Safety activity sheet on page 90 — one of the scenes shows unsafe behaviour. Instruct students to put a large red X on that picture, and to colour in the other illustrations.

Activity sheet

sidewalk safety Put an X on the picture of the child making an unsafe choice.





sidewalk safety

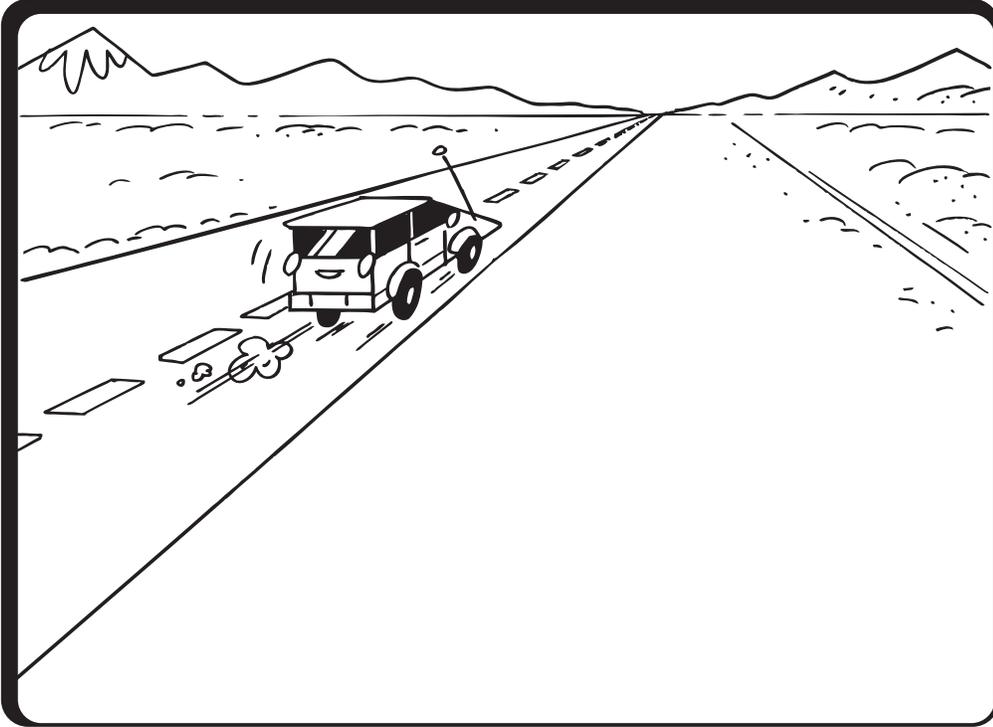
learning plan 5

Reflect and connect

- Have the students draw themselves and their family walking along a [road without sidewalks](#) activity sheet on page 92
- Ask students to describe how their family is using their road safety skills to be extra careful in the picture
- If the students are able, have them give the picture a descriptive title; have them write it along the base of the frame, or have it written for them by a student buddy

Activity sheet

We walk carefully on roads without sidewalks.





sidewalk safety

learning plan 5

Reflect and connect

Read out the riddle on page 94 and ask students to connect the dots to find out the answer to the riddle. If students are not able to identify the numbers, create a large photocopy of the image with the dots already connected and post it for students to use as a guide.

- Discuss some of the safety rules and practices demonstrated in the video to stay safe around railway tracks and railway crossings

Activity sheet

We are careful around railway tracks.

Riddle — What is it?
It's a vehicle with boxcars linked in a CHAIN.
It often carries tons of GRAIN.
To keep safe, this rule is very PLAIN.
Don't ever cross in front of a moving _____!



sidewalk safety

learning plan 5

Be visible

Tell students that, many times drivers do not see pedestrians. In fact, pedestrians are especially difficult to see at night, dawn and dusk, and in bad weather. It's important to be visible! Add "visible" to the word wall.

Experiment

Distribute strips of wax paper and have the children hold them up over their eyes. Have the children pretend that the wax paper is fog or rain, and explain that neither drivers nor pedestrians can see very well in bad weather. Ask children to note: Which things are most easily seen through the wax paper? Examples: light from the window, bright/light colours. Have several children wearing dark and light clothing stand on opposite sides of the classroom. Ask the children to look at the students through the wax paper and identify which they see more easily.

Go beyond

The students may be familiar with the Where's Waldo? books, which provide an example of how a person can be hard to spot when there are a lot of other people around or a lot of activities going on at once. If you refer to these books, you can ask questions such as the following before you discuss the students' own experiences:

- Is it hard to spot Waldo among all those other people and activities? Why?
- What do you think Waldo could wear that would make him stand out?
- Does the colour of his clothing make any difference?
- What colour clothing could he wear that would really make him stand out?
- In groups, have the children flip through magazines and identify smart (more visible) and risky (less visible) clothing. Have them find and cut out pictures of clothing that would be visible to motorists. Have them make these pictures into a collage. Display and discuss these collages.



Campaign for road safety

Time requirement

This learning plan will take one session to complete.

Inquiry question

What have I learned about walking to school safety and my responsibility to myself and others?

Learning objectives

Students will:

- Reflect on their learning about pedestrian safety skills
- Design road safety advertisements that demonstrate an understanding of pedestrian safety

Reflect and connect

- What can you do to try to prevent injuries while walking?
- How can you prevent getting hit by a car when you are crossing the street? (Answer: Look all ways.)
- Why is it important to look all ways?
- What are you looking for?
- What can happen if you're not careful or not looking?
- How do drivers sometimes break the rules and put people in danger? (Answers are likely to include driving too fast, being distracted, drink driving.)
- Does anyone know the speed limit outside our school? Do we think drivers stick to that limit? Are there any signs or road markings that remind drivers the school is here, and that they should drive carefully?
- Does anyone have ideas about how we can encourage drivers to drive more safely in the area? What about persuading parents to drive more safely? (Answers are likely to include posters, ads, letters to parents, talking to our parents.)
- Review: So, we look all ways because...



campaign for road safety

learning plan 6

Design, develop, present

Have students write, paint, draw... an important road safety rule. Make a road safety display in the school reception area for parents, or create online versions and share them through the school website, email newsletter or social media. You could also invite parents to a special assembly and present your advertisements. You could display the posters in the community.

Extensions

- Plan a walk-to-school day for your class or have it be a school-wide event. Walk-to-school day builds community awareness and parent support for safer routes to school. Co-ordinate with community members.
- Invite a police officer to talk to the students about railway and sidewalk safety
- Invite older students to discuss their best routes to school on a large map
- Plan a day for families to meet up about 15 minutes before class at a safe and convenient location a few blocks from the school; walk to school together along a best route that the students have helped to plan
- Ask students about other sidewalk users (for example, joggers, dog-walkers, strollers, wheelchairs). How do the students change their behaviour when they encounter these other sidewalk users?
- Ask students how the road safety rules relate to rules they know in other games
- Ask students if they can identify some games that have potential for unsafe behaviour near the street (for example, games that involve potentially running out into the road: soccer, tag, playing catch)
- As part of a field trip, visit a nearby road that has no sidewalks and/or a railway crossing
- Organize school-wide walking school buses or bike trains — parents, grandparents or high school student volunteers share responsibility to lead scheduled 'walking buses' to pick up students along set routes to and from school

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

unit 4
passenger safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about passenger safety and about being a safe passenger?

Learning objectives

Students will:

- Determine what they already know about passenger safety
- Depict, share, discuss and write at least one rule they already know about passenger safety

Materials and resources

- Whiteboard or flip chart

Explore

- Ask students what they know about being safe in a vehicle
- Ask students to list some passenger safety rules; record these ideas in a chart or on a whiteboard
- Ask how the students have learned about passenger safety — explain that you'll be adding to the knowledge and skills that they have learned from their parents, family, caregivers, neighbours and friends

Reflect and connect

- Ask students to draw one passenger safety skill; help them write the rule in the picture
- Share and discuss the rules depicted in each of the drawings

Buckle up

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

Why is it a rule to buckle up?

Learning objectives

Students will:

- Participate in discussions about the importance of passenger seats for all vehicle riders
- Identify passenger safety rules
- Identify why there are different restraints for different sizes of people
- Identify two reasons why they need to use a booster seat

Materials and resources

- Adult clothes
- A child car seat
- A booster seat
- A vehicle parked alongside the staff parking lot
- [I need my booster seat](#) activity sheet on page 103
- [Better Buckle Up by SuzieW](#) — YouTube video read by the author (2:55 min.)
- [The Wiggles — Beep Beep Buckle Up](#) — YouTube video (1:47 min.)
- [The Wiggles — Buckle Up and Be Safe](#) — YouTube video (1:27 min.)
- [Buckle Up For Kids](#) — YouTube video (2:36 min.)

Explore

- Ask students how they store their clothes at home — does the family keep all their clothes together, or are the kids' clothes separated from the parents' clothes?
- Do students borrow their parents' clothes? Why or why not?
- Have a student get dressed in adult clothes
- Ask students why they don't usually wear clothes that don't fit them.
- Mention that, in addition to being funny looking and a bit clumsy, it can make walking around less safe as the child is more likely to trip
- Ask students about their child passenger seats or booster seats
- Do they know that child passenger seats and booster seats are designed to help make the adult seatbelt fit children of their age and weight?
- Do they know that children of their age and weight are required by B.C. law to always use a child seat or a booster seat when travelling in a vehicle?

Investigate

At a parked car away from traffic or parked along the drop-off zone during a quiet part of the school day:

- Demonstrate the proper use of a booster seat for Kindergarten to Grade 1 students over 18 kilograms (40 pounds) and not yet 145 centimetres tall:
 - Position a student in the back seat of a car
 - Fasten the seatbelt snugly on the student; the lap belt will be stretched across the belly and the shoulder strap will be overtop the neck or face
 - Ask the student to describe how comfortable this feels
 - Ask the student if they would prefer to have the shoulder strap tucked behind their back. Emphasize: "Oh no! But that won't offer you any protection!"
 - Ask the class if they can identify the problems with using a safety device that doesn't fit:
 - Lap belt too high — could cause damage to internal organs or spine if in a collision
 - Shoulder strap across the neck or face — uncomfortable and could cause damage to neck if in a collision (and very likely to be slipped behind the child, thereby offering no restraint)
 - Ask if students know what might help solve these problems
 - Add a booster seat and reaffix the seatbelt
 - Ask students if they each need to use a booster seat if travelling in someone else's car



buckle up

learning plan 2

Connect and engage

Sing the following song to the tune of *Mary had a little lamb*:

Here is how we buckle up, buckle up, buckle up.

Here is how we buckle up. Listen for the snap.

Put the seatbelt 'cross your lap, 'cross your lap, 'cross your lap.

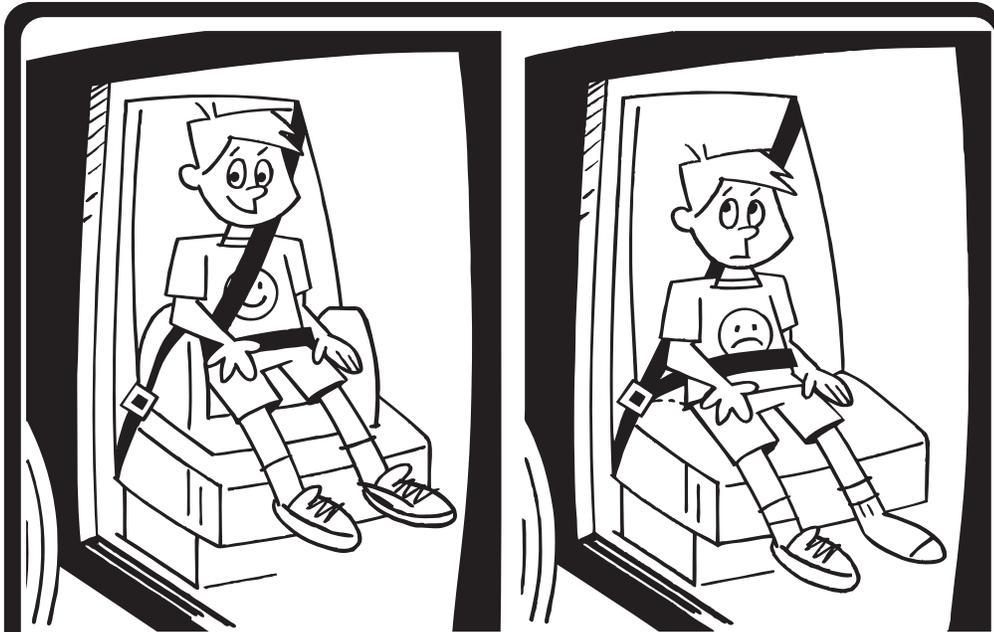
Put the seatbelt 'cross your lap and listen for the snap.

Reflect and connect

Have the students complete the [I need my booster seat](#) activity sheet on page 103.

Activity sheet

I need my booster seat.



I can find four ways that the children are different including two safety differences.



Optional activity — Egg goes for a ride

Resources and materials

- Four raw eggs, each in a plastic baggie
- Tape
- Toy vehicle with a cup attached to the back for egg to ride in
- Ramp fashioned out of a piece of wood; paper towel or wrapping paper rolls can be taped to the side for cushioning
- [Predictions and results](#) activity sheet on page 105

Investigate and experiment

- Explain that Egg will be going for a ride in the car, and that we will be asking the question “What is the safest way for Egg to ride?” Egg will be riding in the car down a low hill with a seatbelt, down the same low hill without a seatbelt, down a steep hill with a seatbelt, and down the same steep hill without a seatbelt.
- Have the children make predictions and record their guesses on a prediction chart
- Attach a cup to the back of a toy car and put Egg in a plastic bag and then into the cup
 - Send Egg down a low ramp and then the steep ramp.
- To test for the seatbelt, tape egg securely to the cup
 - Send taped in Egg down a low ramp and then the steep ramp
- Discuss the results. Were they surprised? Did they match the predictions?

Reflect, depict

- Have the students draw the experiment results and what they learned from the experiment.
- Why is it important for Egg to be buckled in?



Activity sheet — Predictions and experiment results

Low hill with a seatbelt	Low hill without a seatbelt	Steep hill with a seatbelt	Steep hill without a seatbelt

Boost me up

Time requirement

This learning plan will take one session to complete.

Inquiry question

Why do I need a booster seat? How long do I need it for? What are the advantages of being in a booster seat?

Learning objectives

Students will:

- Measure heights using a metre ruler
- Compare heights using a graph chart
- Identify the need for a booster seat and the advantages
- Use language to communicate and create a collaborative story (talking circle)
- Conduct a self-reflection

Materials and resources

- *Boost Me Up* song and lyrics ([Available on Spotify](#)) (1:57 min.)
- Length of string equal to 145 centimetres (4'9")
- Image of two children in booster seats

Reflect and connect

Investigate — Measuring 145 centimetres

Explain to the students that they need to be in a booster seat until they are 145 centimetres tall. How tall is that? Show the students a piece of string measuring 145 centimetres.

- Reinforce the height rule for booster seats by having children measure to find out who or what needs a booster seat

- Use the string to check the height of each child as well as classroom objects such as chairs, tables and toys — whatever the children want to compare
- Use two pieces of chart paper to record the findings. On one sheet, list people and objects that are shorter than the string and would need a booster seat. On the other, list those that are the same height or taller and would not need a booster seat. Be sure to reinforce that booster seats are not babyish — it's OK if you aren't 145 centimetres (4'9") tall yet! You can see very cool things from your booster seat and, most importantly, your booster seat keeps you safe.
- Make a height wall graph. Tape the 145-centimetre string to the wall and mark 145 centimetres. Have students work in pairs to measure each other with string. Put each child's string on the height wall with their name. Ask questions like: *Who is the tallest? Shortest? Are there any students the same height?*

Explore, reflect and connect

- Ask the students what are some good things about using a booster seat — record their responses

Explore — Speaking to communicate

Show students an image of two children in booster seats.

Talking Circle — Speaking to Communicate

Have students sit in a circle with a stuffed animal in the centre. Explain to students that some First People use a "talking circle" to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- A stuffed animal is the talking object
- When a person has the stuffed animal (talking object), it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction.
- If someone does not want to speak, they pass the talking object to the next person

Talking circle topic (story starter) — Two friends were going for a ride in the country. They could see all kinds of things from their booster seats! As they looked out the window, you wouldn't believe what they saw...

Go around in a circle and have students add to the story.



Self-reflection

I used to think... But now, I think...

This thinking routine helps students reflect on how and why their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about traffic. Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.

Have the students draw themselves and a friend in booster seats. Help them write their story.

Connect and engage

- Play the *Boost Me Up* song
- Allow students to listen to the song once through, uninterrupted
- Review the lyrics verse by verse, highlighting the key concepts
- Play the song once more and have students sing along.



boost me up learning plan 3

Song — *Boost Me Up* (1:57 min.) ([Available on Spotify](#))

Boost Me Up

Chorus:

Boost, boost, boost, boost me up now
Nice and high so I can see
That's where we both will meet now
When we are sitting in our booster seats
Boost, boost, boost, boost me up now
Boost, boost, boost me up.

I want to be nice and tall
But I'm still a little small
I want to see out the window
When we are driving to the mall, so

Chorus

Seatbelt should cross my shoulder line
That's how my booster seat's designed
I need it until I'm 9 years old
Or until I've grown to 4 foot 9

Chorus

Dad's seat is built for daddies
Mom's seat is built for mommies
I need a seat that's built for me
Not a seat built for crash test dummies

Boost, boost, boost, boost me up now
Nice and high so I can see
That's where we both will meet now
When we are sitting in our booster seats
Boost, boost, boost, boost me up now
When we are sitting in our booster seats
Boost, boost, boost, boost me up now
When we are sitting in our booster seats



Campaign for passenger safety

Time requirement

This learning plan will take one session to complete.

Inquiry question

What have I learned about passenger safety and my responsibility to myself and others?

Materials and resources

- [Buckle up for safety](#) activity sheet on page 112
- [Family pledge](#) activity sheet on page 113

Design, develop, present

- Using the buckle-up template, have students make posters to display on bulletin boards walls or to take home and display
- Using the family pledge template, have the students draw their family on the page, then take it home and ask their parents or guardians to place it on the vehicle dashboard or on the fridge or in another high-visibility location

Activity sheet





Activity sheet

We buckle up for safety!



campaign for passenger safety

learning plan 4

Extensions

- Invite a local police officer to come talk to the class about passenger seats and passenger safety

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

unit 5
bus safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete

Inquiry question

What do I already know about bus safety and about being a safe bus rider?

Learning objectives

Students will:

- Determine what they already know about bus safety
- Depict, share, discuss and write at least one rule they already know about bus safety

Materials and resources

- Whiteboard or flip chart

Explore

- Ask if any students travel to school by school bus or use public transit. What are some of the safety rules that they know and follow?
- Ask students to list some bus/transit safety rules; record these ideas in a chart or on a whiteboard
- Ask how the students have learned about bus/transit safety — explain that you'll be adding to the knowledge and skills that they have learned from their parents, family, caregivers, neighbours and friends

Reflect and connect

- Ask students to draw one bus safety rule; help them label the picture
- Pair and share to discuss bus safety rules the students already know
- Sing [The Wheels on the Bus](#) by Raffi (1:59 min.)

The wheels on the bus (1:59 min.)

The wheels on the bus go round and round,
round and round,
round and round.

The wheels on the bus go round and round,
all through the town.

(Roll hands around each other)

The wipers on the bus go Swish, swish, swish;
Swish, swish, swish;
Swish, swish, swish.

The wipers on the bus go Swish, swish, swish,
all through the town.

(“Swish” hands in front of you like windshield wipers)

The horn on the bus goes Beep, beep, beep;
Beep, beep, beep;

Beep, beep, beep.

The horn on the bus goes Beep, beep, beep,
all through the town.

(Slap palm in front of you like honking a horn)

The doors on the bus go open and shut;
Open and shut;

Open and shut.

The doors on the bus go open and shut;
all through the town.

(Push hands back and forth in front of you)

The Driver on the bus says “Move on back,
move on back, move on back;”

The Driver on the bus says “Move on back”,
all through the town.

(Point thumb over your shoulder)

The babies on the bus says “Wah, wah, wah;
Wah, wah, wah;

Wah, wah, wah”.

The babies on the bus says “Wah, wah, wah”,
all through the town.

(Rub fists in front of eyes)

The mommies on the bus says “Shush, shush, shush;
Shush, shush, shush;

Shush, shush, shush.”

The mommies on the bus says “Shush, shush, shush”
all through the town.

(Hold index finger in front of mouth as if saying shhh)



determining prior knowledge

learning plan 1

Go beyond

Make a bubble wrap bus with wheels that go round and round

Materials

- Cardboard
- Bubble wrap
- Yellow and black paint
- Brushes
- Square shapes out of coloured paper for bus windows
- Split Pins

Create

For each student, make a cardboard template in the shape of a bus and glue onto a sheet of bubble wrap — cut around the bubble wrap. Do the same with two cardboard circles for wheels.

Have the children:

- Paint their bus yellow and the wheels black
- Glue on squares for windows

Help the children:

- Push a split pin through the centre of their wheels and then through the bus where the wheels go

Bus safety

Time requirement

This learning plan will take one session to complete.

Inquiry question

What are the steps for getting on and off a bus safely?

Learning objectives

Students will:

- Role-play bus safety skills
- Depict an understanding of bus safety skills
- Identify reasons for the school bus safety rules
- Distinguish the difference between school bus and transit bus safety rules

Materials/resources

- [School bus and rural safety](#) (3:46)
 - [We are careful when waiting for a school bus](#) activity sheet on page 123
 - [We are careful when we get off a school bus](#) activity sheet on page 124
- YouTube videos
 - [Franklin and the Bus Patrol](#) — Franklin channel (22:57 min.)
 - [The Little School Bus](#) — Library channel (2:40 min.)
 - [Don't Let the Pigeon Drive the Bus!](#) by Mo Willems (3:28 min.)

Watch and listen

Watch [the school bus and rural pedestrian safety](#) video (3:46).

Synopsis: A series of short scenes where children model how to walk along rural roads, cross train tracks and learn safety rules about waiting for, and exiting, a school bus.



Reflect and connect

- What are the safety practices around a school bus stop?
 - Arrive early at the bus stop and never run after a bus if you're late
 - Wear visible, bright clothing, and add reflective tape to your backpack or jacket for dark or rainy days
 - Use your traffic-safety skills for crossing a street. Always cross at an intersection or crosswalk. Keep an eye on younger children so that they're safe. Model safe behaviours.
 - Stand two or more giant steps away from the road while waiting for the bus and step further back when the school bus approaches; wait until it stops before approaching
 - When the bus stops, get on in single file — don't push or run for seats
 - When leaving a bus, walk 10 steps ahead before you cross the road so that the driver will be able to see you; make eye contact with the driver — a bus driver cannot see you when you're close beside, behind or immediately in front of the bus
 - Check for traffic in both directions before crossing the road; don't assume all cars or bicycles will stop
 - If you drop something, don't pick it up until you make eye contact with the bus driver and it's safe for you to get it
 - Only school buses have a stop sign and red flashing lights to help stop traffic. If you're exiting any other bus, walk to the nearest crosswalk or intersection. After exiting, never cross in front of a transit bus.
- What are the safety rules for riding a bus or train?
 - Sit quietly in your seats; don't throw things or fool around with friends
 - Don't distract the bus driver — drivers need to focus on driving
 - On transit buses or SkyTrain, stand well back when the bus or train arrives
 - Don't rush towards closing bus or train doors; instead, wait for the next bus or train
 - If you're standing, hold tightly to a bar or pole
 - Don't stand close to doors or stairs
 - Before exiting, stand back from the doors as they open
 - Be careful not to trip when getting on and off a bus or train
 - Be courteous to other passengers



bus safety

learning plan 2

- What are the safety practices around a school bus stop?
- Why are seatbelts and booster seats not needed on a bus? (Answer: They are built to rely on passive safety, not on seatbelts, and are designed and constructed differently from passenger cars. They are bigger, heavier, and sit higher off the ground. Passengers sit much higher, making them safer in collisions. Because passengers sit high off the ground, they are very safe.)
- A friend is taking the school bus for the first time. What safety rules should you pass along?
- Why is making eye contact with your bus driver and all other drivers important to your safety?
- How are your clothes important for your safety?



bus safety

learning plan 2

Role Play

Materials and resources

- Set up nine or 13 chairs to model the front of a school bus (include a driver's seat) or arrange for a school bus driver to allow boarding practice
 - [We are careful when waiting for a school bus](#) activity sheet on page 123
 - [We are careful when we get off a school bus](#) activity sheet on page 124

Explore

- There are many different types of buses. There are school buses, city buses, and cross-country buses. Where can you go in a bus? Where would you like to go? Why are buses useful? Because of their size, they need to be used with caution.
- Today, we are going to explore school bus safety. Let's pretend that this is a school bus and a school bus stop. This seat is the driver's seat, the chairs are the passengers' seats. Before you board a school bus, it is important to know the danger zones. These are places around the school bus where it is difficult for the driver to see. They are unsafe because the bus driver is seated too high to see you. Think about buses you have seen or ridden in. Where do you think the most dangerous areas around a bus could be? (Answer: In front of the school bus, behind the school bus, the sides of the school bus.)
- To keep away from these danger zones, always stay at least 10 feet or 5 big steps away from the school bus in front, behind and on the sides of the school bus. Watch as I move 5 big steps away from the school bus.
- Remember that it is dangerous to get too close to the school bus. Where do you think I should stand to wait for the school bus?
- A bus stop is an area where the driver knows to stop in order to drop off and pick up passengers; the driver is sure to see you there
- Demonstrate waiting for the bus safety rules
- Picture a school bus approaching our stop. It slows down. It stops at the bus stop. The door opens. Demonstrate safety rules for getting on the bus.
- Demonstrate safe passenger rules. Find your seat quickly. Stay seated when the school bus is moving. Do not bother the school bus driver while the school bus is moving. Be polite to other passengers and talk quietly. Keep your hands to yourself and hold onto any items you may be carrying.
- Demonstrate safely getting off the bus. Remember to move out of the danger zone. Take 5 big steps away from the bus, and walk 10 steps ahead before you cross the road so that the driver will be able to see you.



bus safety

learning plan 2

Role play

Have students act out the steps safely boarding and exiting a bus. Assign a bus driver.

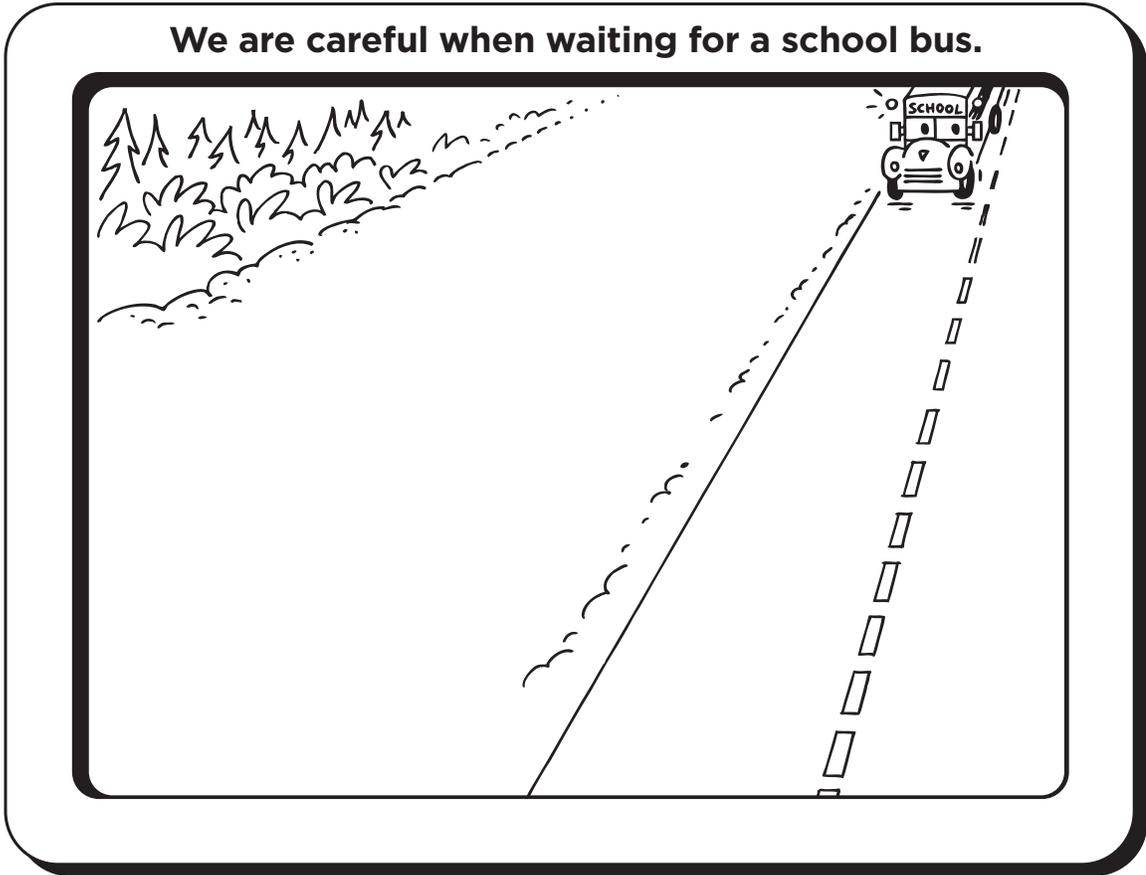
- Boarding a school bus:
 - Arrive early at the bus stop so you are not in a rush
 - Stand two steps back while waiting for the bus
 - Take a few steps farther back as the bus arrives
 - Board the bus in an orderly fashion and take your seats
- Exiting a school bus:
 - Leave the bus in an orderly fashion
 - If you need to cross the road, walk ahead 10 steps and then make eye contact with the driver before beginning to cross. (Walking 10 steps ahead is a safety practice along rural roads where there might not be a nearby intersection for passengers to cross — in an urban environment, passengers should cross at an intersection or crosswalk).
 - Look LEFT, look RIGHT, look LEFT AGAIN to make sure that all traffic has stopped
 - Make eye contact with the bus driver and wait for him or her to nod/signal for you to cross the street carefully
- Consult with students, asking them questions about the difference between being a passenger in a car and on a bus. What is similar? What is different?

Engage

Have students draw [where to stand while waiting for a school bus](#) in the picture on page 123. If applicable, ask who they wait for the bus with, and ask them to draw that person as well.

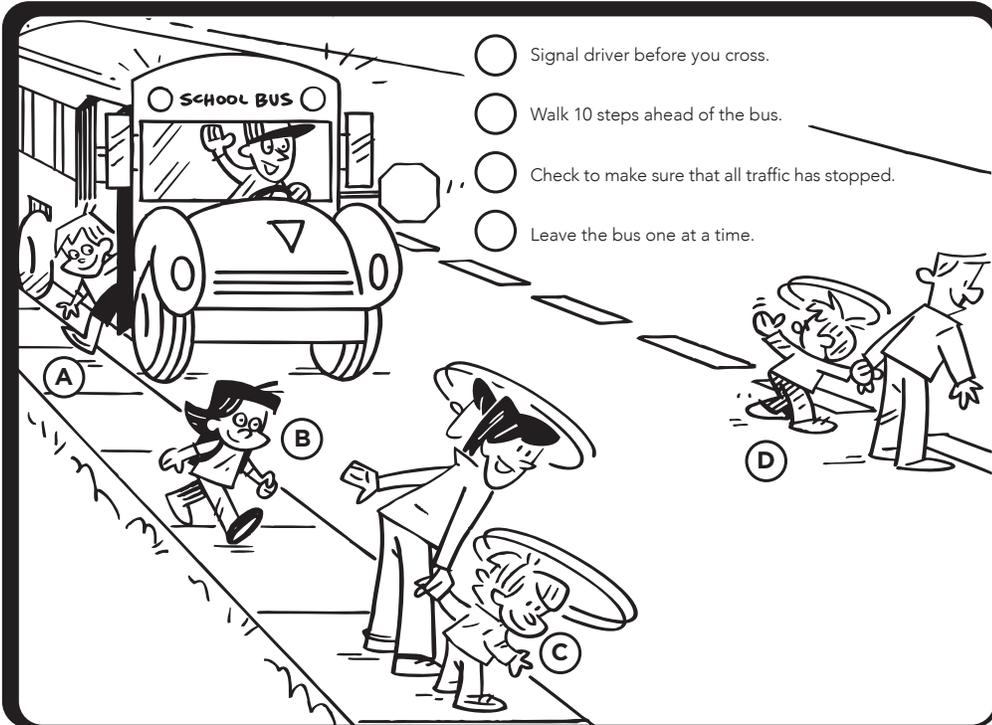
Have the students [review the images](#) in the activity sheet on page 124 and list the descriptions in the correct order.

Activity sheet



Activity sheet

We are careful when we get off a school bus.



How tall is a bus?

Time requirement

This learning plan will take one session to complete

Inquiry question

How tall is a bus?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Measure objects in the classroom and fellow classmates
- Subtract to find the difference between objects

Materials and resources

- Flip chart
- Metre stick

Explore

How tall/high is a school bus? Tell the students that a bus is about 3 metres tall. Using a metre stick, demonstrate how tall 3 metres is. Using a flip chart, students can list/predict items that are taller or shorter than a school bus. Using the metre stick, measure various objects in the room.

- The average school bus is 3 metres tall
- The average giraffe is 5 metres tall
- The average elephant is 3 metres tall
- The average car is about 2 metres tall
- The average 6-year-old is 1 metre tall



how tall is a bus?

learning plan 3

Problem-solving

How much taller is the bus than a car? To figure out how much taller the bus is than a car, we need to subtract. Using blocks to represent a metre, demonstrate how to subtract: 3 blocks minus 2 blocks is 1 block. The bus is 1 metre taller than the car.

How much taller is the bus than an average 6-year-old?

- Have students work in pairs to measure the lengths of two objects and then figure out the difference between them
- The pairs of students should write a number sentence to demonstrate the subtraction they did to figure out the difference in the lengths of their objects
- Challenge them to repeat this activity with two new objects



How long is a bus?

Time requirement

This learning plan will take one session to complete

Inquiry question

How long is a bus?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Measure objects in the classroom and fellow classmates
- Subtract to find the difference between objects

Materials and resources

- Flip chart
- Metre stick
- Images of various vehicles showing the difference in their lengths

Explore

How long is a school bus? Tell the students that a bus is about 18 metres in length and that it has seats for 72 passengers. Using a metre stick, demonstrate how long 18 metres is. Using a flip chart, students can list/predict items that are longer or shorter than a school bus. Using the metre stick, measure various objects in the school and playground.

- The average school bus is 18 metres long
- The average car is about 4 metres long



how long is a bus?

learning plan 4

Problem-solving

How much longer is the bus than the average car? To figure out how much longer the bus is than a car, we need to subtract. Using a block to represent a metre, demonstrate how to subtract: 18 blocks minus 4 blocks is 14 blocks. The bus is 14 metres longer than the car.

- Have students work in pairs to measure the lengths of two objects and then figure out the difference between them
- The pairs of students should write a number sentence to demonstrate the subtraction they did to figure out the difference in the lengths of their objects
- Challenge them to repeat this activity with two new objects
- Write down their number sentences



Review

Time requirement

This learning plan will take one session to complete

Inquiry question

How can I help the bus driver keep passengers safe?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Identify problems and make decisions
- Participate in a talking circle
- Conduct a self-reflection

Collaborate, explore, present

Read each scenario to the students. Ask them to demonstrate their problem-solving skills by using a problem-solving traffic light:

- Red: Stop and identify the problem
- Yellow: Look at the choices and then make the safest decision
- Green: Go! Follow through with the decision

Problem-solving scenarios (example)

1. What if you are lining up to board the school bus and some students start pushing and shoving in line? What would you do?
2. What if you are on the school bus and you see your friend at the back of the bus? You want to sit with your friend. What will you do?



Talking Circle — Speaking to Communicate

Have students sit in a circle and ask them to identify circles. Wheels are circles, for example.

Explain to students that some First People use a “talking circle” to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- A stuffed animal is the talking object
- When a person has the stuffed animal (talking object), it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction.
- If someone does not want to speak, they pass the talking object to the next person

Talking circle topic: What is one important thing you learned about riding a bus and bus safety rules? Why is it important to follow them?

Self-reflection

I used to think... But now, I think...

This thinking routine helps students reflect on how and why their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about traffic. Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.



review

learning plan 5

Extensions

Explore

- Look for opportunities to take students on a field trip on a transit bus or a school bus to practise safe behaviours
- Arrange to have a school bus driver come to class to speak to students about appropriate bus behaviour

Edible Snacks

- Make edible buses out of graham crackers, coloured cream cheese, Shreddies for windows and mini Oreos for wheels

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

unit 6
bicycle safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about bicycle safety and about being a safe bicycle rider?

Learning objectives

Students will:

- Determine what they already know about bicycle safety
- Depict, share, discuss, write at least one rule they already know about bicycle safety

Materials and resources

- Whiteboard or flip chart

Explore

- Ask students about bicycles — who has a bicycle?
- Ask students what they know about bike safety
- Ask students to list some bike safety rules; record these ideas in a chart or on a whiteboard
- Ask how the students have learned about bike safety — explain that you'll be adding to the knowledge and skills that they have learned from their parents, family, caregivers, neighbours and friends

Reflect

- Ask students to draw one bicycle safety rule; help them label the picture
- Pair and share to discuss the bicycle safety rules the students already know



Getting ready to ride

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I need to know about bicycle safety? What equipment do I need? What are the rules of the road?

Learning objectives

Students will:

- Engage actively as listeners and viewers to develop an understanding of bicycle safety
- Describe how they practise bicycle safety skills
- Depict an understanding of bicycle safety skills
- Demonstrate an understanding of correct helmet fit and describe the basic bike safety equipment
- Conduct a self-reflection
- Sing the rules and perform the actions to the Bike Safety Boogie song

Materials and resources

- [Getting Ready to Ride](#) video (1:44 min.)
- [Bike Safety Boogie](#) (1:59 min.)
- Bike Sense manual (online resource is available for B.C. cyclists from www.bikesense.bc.ca):
 - Children and bicycles: Not a toy, but a first vehicle...
 - Scooters, skates and boards
 - Bike Sense manual (online resource available for B.C. cyclists from www.bikesense.bc.ca)



getting ready to ride

learning plan 2

Explore

- Who has a helmet? What colour is it? Is it reflective?
- Who has ever cycled to school?
- Ask students similar questions about scooters, inline skates and skateboards

Watch and listen

Watch the [Getting Ready to Ride](#) video (1:44 min.) and ask students how much of the information on the video was new to them.

Synopsis: Dante introduces bicycle safety rules for safe biking, and encourages children to use your head — a message that other children repeat in different languages. Children show the right way to wear a helmet, what shoes and clothes are safe (bright colours, shoelaces and pants tucked in, no flip-flops). Children are encouraged to make sure their bike fits them and that it is in good working condition.

Reflect and connect

When getting ready to ride a bike, what do you need to be wearing?

- A bike helmet that fits properly — it's the law
- No hood, hat, or baseball cap underneath the helmet — it interferes with proper helmet fit and peripheral vision
- Closed shoes — no open toes, flip-flops or bare feet, and laces and pant cuffs secured — that way, they won't get caught in the chain

Ask students why they need to wear a helmet when cycling (and on scooters, inline skates and skateboards).

- Ask if they know that it's the law in B.C. that anyone riding a bike — children and adults — must wear a helmet
- Ask if they know why it's not recommended to accept used helmets from neighbours or to buy them at garage sales:
 - Helmets don't retain their protective properties forever
 - You don't know what damage a used helmet may have accumulated over the years

What clothing or equipment do you need so people can see and hear you?

- Clothes in bright colours or with reflective materials for rainy weather, dark days or evenings
- Bell or horn to warn other cyclists and pedestrians that you're coming



getting ready to ride

learning plan 2

- Working lights — if you're riding on a rainy or dark day, you need a white light on the front of your bike, a red light on the back, and a red rear reflector. Remember — cyclists are difficult to see at night.
- Don't assume that drivers or pedestrians can see you, even if you can see them
- Ask students why it's a good idea for them to go cycling with an adult

Explore — Bike mechanic

- Brainstorm the parts of the bicycle and how each part keeps the cyclist safe; add the words to the word wall
- For example:
 - Frame — supports and balances the cyclist
 - Tires — move the bike
 - Tire valve — where air is put into the tires
 - Spokes — support the tires
 - Chain — moves the power from the pedals to the rear wheel
 - Pedals — where cyclist puts feet to move the bike
 - Seat — where the cyclist sits
 - Handlebar grip — where the cyclist puts hands
 - Hand brake lever — lets cyclist stop the bike
 - Bell — warning signal
 - Rear reflector — makes the cyclist more visible
 - Rear red light — must be mounted and visible to the rear
 - Front white light — must be mounted on the front

Bike Mechanic Pretend Play

Set up a dramatic play centre for a bike mechanic. Put together some bike tools (tire pump, Allen wrenches, band-aids for the tires). Have the children pretend to fill air, repair punctures and get their bikes repaired. Use this time to talk about how it is important to take care of all vehicles, including bikes.

Experience

- Listen to the [Bike Safety Boogie](#) (1:59 min.) song on Youtube
- Discuss the rules in the song
- Perform the actions to the Bike Safety Boogie song



getting ready to ride

learning plan 2

<i>Bike Safety Boogie (1:59)</i>	Accompanying actions
Sit on your bike	<i>Reach hands in front (for example, as if on handlebars)</i>
Put your helmet on tight	<i>Both hands up over head and slide down over ears (for example, as if you are sliding a helmet onto your head)</i>
Signal left, signal right	<i>Left-turn arm signal, right-turn arm signal</i>
Stop, look and listen we're doing alright	<i>Both hands in front (for example, halt) Hands overtop eyebrows (for example, peering into distance) Both hands cupped over ears</i>
Chorus: We do the bike safety boogie We do the bike safety boogie Doing the bike safety boogie Whenever we ride our bike	<i>Chorus actions — see above</i>
If you ride too far Not sure where you are Well you can stop and think And have a drink	
Chorus	<i>Chorus actions — see above</i>
Sit on your bike Put your helmet on tight Signal left, signal right Stop, look and listen we're doing alright	
Plan your route Ride with a group With a friend alongside Well you can ride and ride	
Chorus	<i>Chorus actions — see above</i>
Sit on your bike Put your helmet on tight Signal left, signal right Stop, look and listen we're doing alright	
Chorus	
Sit on your bike Put your helmet on tight Signal left, signal right Stop, look and listen we're doing alright	
Chorus	

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Get your helmet on

Time requirement

This learning plan will take one session to complete.

Inquiry question

Why should I wear a bicycle helmet?

Learning objectives

Students will:

- Illustrate and share an understanding of bike safety and the importance of wearing a helmet
- Participate in a talking circle
- Conduct a self-reflection

Materials and resources

- A collection of bike helmets from a local bike rental agency
- Popsicle sticks
- [Bike safety](#) activity sheet on page 141

Explore

Check helmets for physical damage (e.g., cracks in shell, worn straps, broken buckles).

A helmet needs to be secure, but not uncomfortable, and should fit as follows:

- Sit flat on head, not tilted back
- The rim should sit about two finger-widths above your eyebrow
- The straps should not be twisted and should form a V just under the ears with the two ear clips snug under the ears
- The strap should fasten securely under the chin and not hang loose (snug fit: two fingers under strap)



get your helmet on

learning plan 3

- Wobble wobble check — place hands on top of helmet and wobble it, shake head. If the helmet moves out of position easily, it is not correctly fitted. The straps are likely loose or the helmet is too big.

Experience

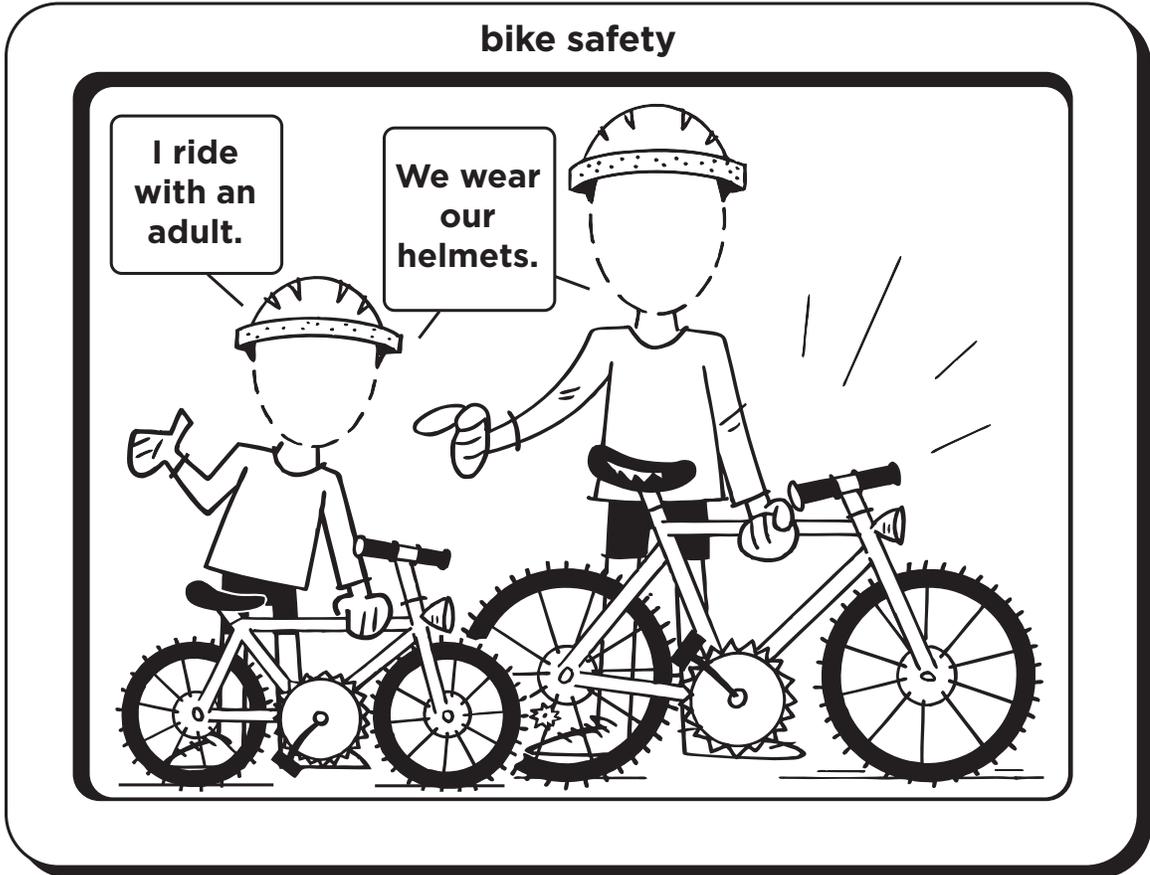
Partner check: students try on and check each other's helmets.

Reflect and connect

Why are helmets important?

- Ask the class why they think people would not wear a helmet after learning more about bicycle safety. Record the answers. Possible answers: people think that helmets are not cool, people think helmets are uncomfortable, people do not own helmets, people forget.
- Have students think about obstacles that prevent people from wearing helmets. Ask students to consider how these obstacles could be overcome. Introduce the idea of creating advertisements that aim to overcome obstacles to helmet wearing. For example, to change the perception that helmets are not cool, how could helmets be portrayed and talked about in advertisements?
- Have students draw themselves and a parent with their helmets in the [bike safety](#) activity sheet on page 141

Activity sheet





get your helmet on learning plan 3

Activity: Agree, disagree, not sure

- Give each student an agree, unsure, disagree face drawn on a popsicle stick
- Read each sentence to the students
- Have them hold up the agree, unsure or disagree face in response

Activity sheet — Get your helmet on

	Agree 	Unsure 	Disagree 
It doesn't matter if your helmet is too big. You can grow into it.			
The law says that cyclists must wear a bike helmet.			
It is okay to wear flip flops when you ride a bicycle, scooter or skateboard.			
You should wear a bike helmet when you ride a scooter or skateboard.			
A bike helmet will protect your head if you have a crash.			
It is okay to buy a helmet from a garage sale.			
You should ride your bike across the road or crosswalk.			
It is okay to ride a bike alone with a route plan.			
It doesn't matter if my feet can't reach the bike pedals.			



get your helmet on learning plan 3

Talking Circle — Speaking to Communicate

Have students sit in a circle and place a stuffed animal in the middle. Ask the students to identify circles. Wheels are circles, for example. Explain to students that some First Peoples use a “talking circle” to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- A stuffed animal is the talking object
- When a person has the stuffed animal (talking object), it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction.
- If someone does not want to speak, they pass the talking object to the next person

Talking circle topic: What is one important thing you learned about riding a bicycle and bicycle safety rules? Why is it important to follow the rules?

Hand the talking object to a student who is comfortable speaking. The student holds the talking object and answers the question. They then pass the talking object to the person on their right. Continue passing the talking object until each person has had a chance to speak.

Self-reflection

I used to think... But now, I think...

This thinking routine helps students reflect on how and why their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about traffic. Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.



Campaign for bicycle safety

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What have I learned about bicycle safety, and about my responsibility to myself and others?

Learning objectives

Students will:

- Design posters that demonstrate an understanding of safety rules
- Conduct a self-assessment

Explore

Campaign for wearing a helmet

Using their knowledge of helmet use and bicycle safety, students create advertisements to persuade people to wear helmets.

- Show the students some advertisements advocating for wearing helmets. Ask students to consider how effective these advertisements are and who they might appeal to. Ask students if they think any of these advertisements change perceptions about helmet wearing and/or bicycling.
- Explain that students will be working in pairs to create an advertisement that promotes helmet wearing and bicycle safety
- All of the advertisements will be hung at the school for one week; after that, many of them will be displayed in the windows of local merchants



campaign for bicycle safety

learning plan 4

Extensions

- Invite a local bike shop mechanic to come in and demonstrate correct helmet fit and other safety features of bicycles
- Organize a bike-to-school day — have parent helpers help students lock up their bikes
- In the YouTube video [Franklin Rides a Bike](#) (12:50 min.), what safety rules are the characters in the story displaying?

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

