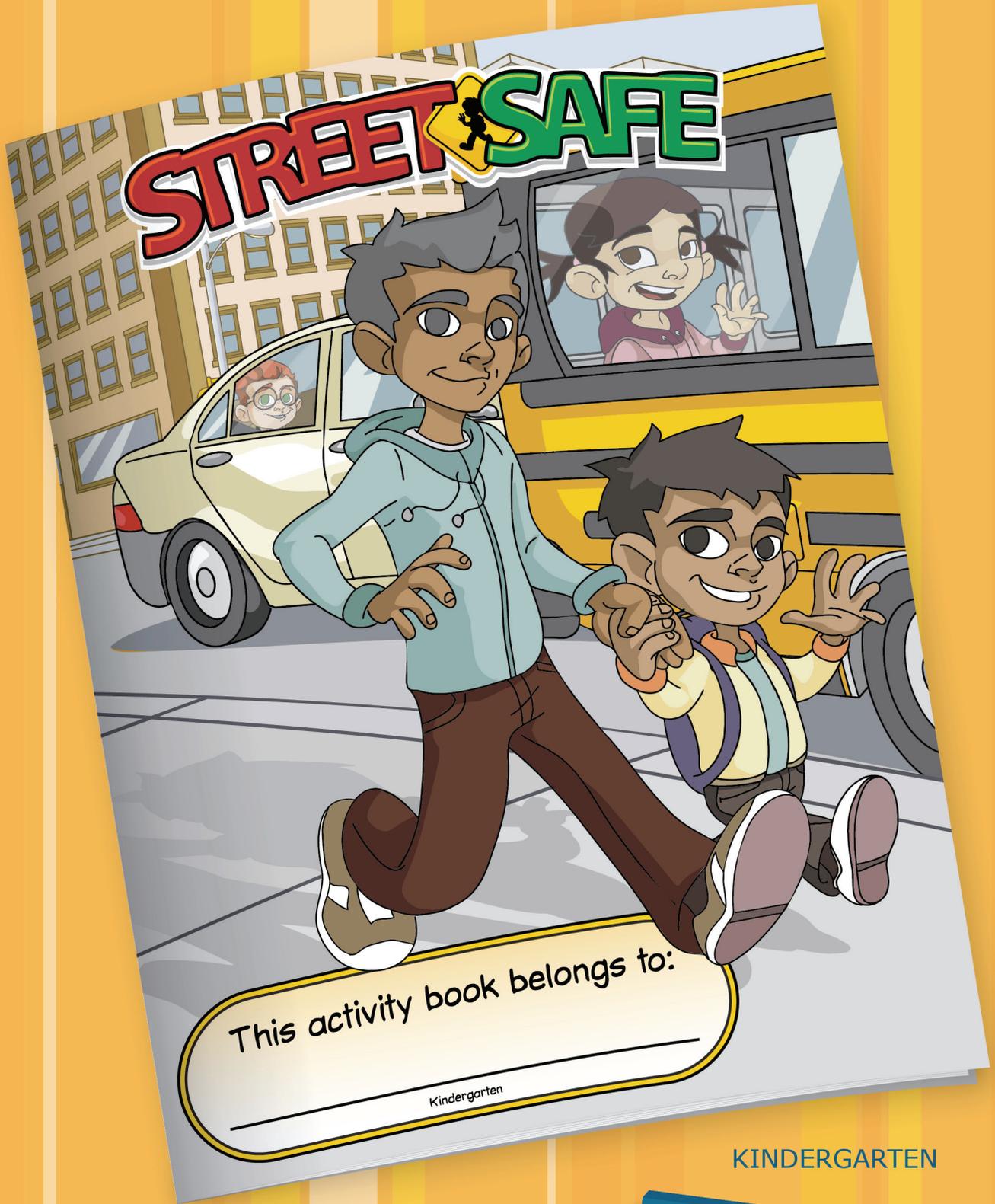


TEACHER RESOURCE GUIDE



KINDERGARTEN





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INTRODUCTION

Street Safe Student Activity Books

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

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

Street Safe Student Activity Book Concepts for Grades K-3

This matrix outlines all of the safety concepts that will be explored in the three categories of school bus, personal and pedestrian safety at each grade.

Kindergarten Connections To Curriculum

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

Lesson Plans

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

Black Line Masters

Black Line Masters (BLMs) are reproducible. These include an overview letter to parents or guardians (BLM 1), and materials, which can be used to reinforce both safety concepts and literacy strategies.

Songs and Stories

Each section has a song(s) with words set to a well-known tune. It is highly suggested that the teacher rehearse these songs before introducing them to the class. There are also read-aloud stories that are centred around the concepts that the illustrated children have introduced in the Student Activity Books. Each story has suggestions for discussions to help develop and reinforce student understandings.

Connections to Literacy

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

Connections to the Web

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

STREET SAFE STUDENT ACTIVITY BOOK CONCEPTS FOR GRADES K-3

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

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

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

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

KINDERGARTEN CONNECTIONS TO CURRICULUM

LANGUAGE ARTS

1.1 DISCOVER AND EXPLORE

- Share personal experiences prompted by oral, print and other media print.
- Talk about ideas, experiences and familiar events.

As students work through the Student Activity Book they will share and talk about their understandings and experiences with bus, personal and pedestrian safety.

1.2 CLARIFY AND EXTEND

- Listen to experiences and feelings of others.
- Connect related ideas and information.
- Express interest in new ideas and experiences.

Students will have opportunities to hear other students' experiences about how they get to school safely.

The students will begin to make connections regarding safety such as it is important to remain seated in any moving vehicle (e.g., bus, car, truck) and there are actions we must take to keep ourselves safe.

2.1 USE STRATEGIES AND CUES

- Connect oral language with print and pictures.
- Understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed.
- Expect print and pictures to have meaning and to be related to each other in print and other media texts.
- Understand that print and books are organized in predictable ways.
- Ask questions and make comments during listening and reading activities.
- Recall events and characters in familiar stories read aloud by others.
- Read own first name, environmental print and symbols, words that have personal significance and some words in texts.
- Begin to identify some individual words in texts that have been read aloud.
- Begin to make connections among sounds, letters, words, pictures and meaning.

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

The songs on pages 6 and 10 help promote the understanding that words convey meaning and provide an opportunity for the students to identify the individual words of "back", "seat", "feet", "stop", "look" and "cross".

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

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

Through the use of the Student Activity Book and activities in the Teacher Resource, students will have an opportunity to look at environmental print and safety symbols around them in their communities.

2.2 RESPOND TO TEXTS

- Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs.

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

- Listen and view attentively.
- Relate aspects of oral, print and other media texts to personal feelings and experiences.
- Talk about and represent the actions of characters portrayed in oral, print and other media texts.
- Talk about experiences similar or related to those in oral, print and other media texts.
- Experiment with sounds, words, word patterns, rhymes and rhythms.

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

2.3 UNDERSTAND FORMS, ELEMENTS AND TECHNIQUES

- Appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs.

Two songs are provided in the Student Activity Book. Four other songs are included in the Teacher Resource to provide opportunities for students to appreciate the sounds and rhythms of songs.

2.4 CREATE ORIGINAL TEXT

- Contribute ideas and answer questions related to experiences and familiar oral, print and other media texts.
- Listen to and recite short poems, songs and rhymes; engage in word play and action songs.
- Draw, record or tell about ideas and experiences.
- Talk about and explain the meaning of their own pictures and print.

Activities suggested in the Teacher Resource provide opportunities for the students to create their own original text by communicating how they come to school and their understandings about traffic safety.

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

3.1 PLAN AND FOCUS

- Attend to oral, print and other media texts on topics of interest.
- Make statements about topics under discussion.
- Ask questions to satisfy personal curiosity.
- Share ideas and information about topics of interest.

A suggestion in the Teacher Resource is to ask a bus driver to speak to the class about bus safety. Have the students think of questions they would like to ask and guide the students as to what makes a good question.

4.1 ENHANCE AND IMPROVE

- Make statements related to the content of own and others' pictures, stories or talk.
- Retell ideas to clarify meaning in response to questions or comments.
- Explore and experiment with new words and terms associated with topics of interest.
- Experiment with rhymes and rhythms of language to learn new words.

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

The puppets provided in the Student Activity Book allow the children to retell oral stories about safety practices. Through these oral stories students may explore new words that they have learned.

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

MATH

DEVELOP NUMBER SENSE

Specific Outcome 3

- Relate a numeral, 1 to 10, to its respective quantity.

Specific Outcome 5

- Compare quantities 1 to 10, using one-to-one correspondence.

The two-page spread on pages 12 and 13 of the Student Activity Book provides an opportunity for the students to count the various items that they see.

Page 8 has the students counting five big steps.

As a class activity the students can be arranged in groups determined by how they come to school (i.e., bus, walk or by car or van). The students can then practice counting how many children are in each group.

USE PATTERNS TO DESCRIBE THE WORLD AND TO SOLVE PROBLEMS

Specific Outcome 1

- Demonstrate an understanding of repeating patterns (two or three elements) by: identifying, reproducing, extending, and creating patterns using manipulatives, sounds, and actions.

Students can use the Student Activity Book to look for patterns they see and then reproduce and extend the found pattern.

SOCIAL STUDIES

K.1.2 APPRECIATE THE UNIQUE CHARACTERISTICS, INTERESTS, GIFTS AND TALENTS OF OTHERS

- Appreciate feelings, ideas, stories and experiences shared by others.

As the students discuss and share how they get to school safely and other bus, pedestrian or traffic safety experiences, the students appreciate and learn more about each other.

K.2.3 APPRECIATE HOW PARTICIPATION IN THE COMMUNITY AFFECTS SENSE OF BELONGING

- Assume responsibility for personal actions, words and choices.

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

K.2.5 EXAMINE WAYS IN WHICH PEOPLE CREATE A CLIMATE OF COOPERATION

Examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:

- What are the rules at home, at school and in the community?
- Are there similar rules at home, at school and in the community?

Safety rules and practices are explored so that students further develop their understanding of rules in their community.



LESSON PLANS

SECTION 1: SCHOOL BUS SAFETY

(Student Activity Book pages 2-8)

OVERVIEW OF KEY CONCEPTS

PAGES 2-3: INTRODUCTION

- Understanding that students go to Kindergarten in different ways (e.g., school bus, car, truck, walking).

PAGES 4-5: GETTING ON A SCHOOL BUS

- Waiting for the school bus in a Safe Spot.
- Waiting for the bus to stop completely, doors to open, and the driver to signal before moving to the bus.

PAGE 6: SITTING ON A SCHOOL BUS

- Sitting upright and facing the right direction.

PAGES 7-8: EXITING A SCHOOL BUS

- Holding onto the handrail when getting on or off.
- Counting five giant steps to the Safe Spot when exiting.



PAGES 2-3: INTRODUCTION

INTRODUCING THE CONCEPT: KNOWING THAT STUDENTS COME TO KINDERGARTEN USING DIFFERENT MEANS OF TRAVEL

Materials: 8½" by 11" paper cut into quarters, one quarter per student, pocket chart or chart paper, BLM 2A and 2B: Different Ways to Come to School (optional).

- **Identifying different ways that students come to Kindergarten.**
 - Discuss how students came to school that day. Hand out the slips of paper. Ask students to draw and colour their mode of transportation.
 - Use the slips to make comparisons (e.g., using a pocket chart, making a pictograph). The orientation of the pictograph (horizontal/vertical) can be changed. Ask the students to make suggestions for writing labels, or use BLM 2A and 2B "Different Ways to Come to School" for picture labels. [Cross Curricular: Math Enrichment]
 - Discuss additional ways that other students might come to school.
- A second activity: a math activity could be to arrange students into groups determined by how they come to school. One group at a time could stand and the students could be counted. [Cross Curricular: Math Enrichment]

USING THE STUDENT ACTIVITY BOOK

- **Pre-reading.** Hand out the Student Activity Books. Ask the students to predict what might be in the Student Activity Book. Read and discuss what is on the cover. [Cross Curricular: Language Arts]
- Give the students a minute to flip through the book and discover how the illustrated students are coming to Kindergarten (walking, travelling by bus and car).
- **Modeling tracking and reading.** Hold up the book and model tracking/reading the text on pages 2 and 3. [Cross Curricular: Language Arts]
- **Using pages 2-3.** Have the students trace the words. Ask the students to personalize their work by drawing themselves and their way of coming to Kindergarten on page 3. [Cross Curricular: Language Arts, Art]

PAGES 4-5: GETTING ON A SCHOOL BUS

INTRODUCING THE CONCEPT: UNDERSTANDING THAT SCHOOL BUS SAFETY IS IMPORTANT

- **Understanding what safety means.** Ask the students if they know what safety means (e.g., not getting hurt, being careful).
- **Playing "Guess What's in the Bag".** Using a paper bag, enclose either a model of a school bus or a picture (e.g., BLM 2A and 2B "Different Ways to Come to School"). Encourage the students to ask questions about the hidden object. Give hints if needed. An alternate activity is the following, "Read My Mind".
- **Playing "Read My Mind".** (E.g., "Read my mind. I am thinking about an object. Put your hand up when you guess what it is. It is something yellow, it is made of metal, it has two doors, it has four wheels", etc.).
- **Developing a rationale for learning.** Make applicable connections with students (e.g., "Samantha and Trevor came to Kindergarten today on a school bus", or "We are going on a field trip to the swimming pool on Friday and will be travelling on a school bus".) Tell the



SCHOOL BUS SAFETY

students that they will be learning how to be safe on a school bus and that this is important as all students will be riding a school bus at some point. Remind students that school buses are large, heavy and move quickly, and being safe means not getting hurt.

DEVELOPING THE CONCEPT: UNDERSTANDING THAT IT IS IMPORTANT TO WAIT SAFELY FOR SCHOOL BUSES

- **Checking for understanding.** Ask students to provide reasons why it is important to learn to wait safely for school buses (to prevent yourself or others from getting hurt).
- **Teaching the song "Safety on the Bus".** Teach the song "Safety on the Bus" to the tune of "The Wheels on the Bus" found in the section, "Songs and Stories". Use actions or have the students develop their own actions. Review the safety lessons in the song (e.g., waiting where it is safe, waiting quietly, getting on in a line, holding onto the handrail, leaving the bus with five steps). This song can also be sung later as a review. [Cross Curricular: Music and Language Arts]
- **Reading "What Can the Bus Driver See?: Learning Where to Stand.** Read the story found in the section "Songs and Stories". Discuss what the important lesson was (i.e., bus drivers can't see people if they stand too close to the bus, it is important to stand away from the bus where it is safe). [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using page 4.** Read the page. Tell the students that there is a Safe Spot to wait for a bus that is far enough away that a child won't get hurt by the bus. Tell the students that if they can touch the bus from where they are standing they are too close. It is important not to shove anybody waiting for a bus in case they get pushed into a place that is dangerous.
- Ask the students to draw themselves waiting in the Safe Spot.
- **Using page 5.** Read the page. Tell students that it is very important to stay in the Safe Spot until three things happen: 1) the bus comes to a complete stop, 2) the doors are opened and 3) the driver tells the students to board the bus. These three actions can be demonstrated with hand signs for 1) "Stop", 2) "Open", 3) "Come in".
- Ask the students to use a yellow crayon to colour the school bus that is ready for boarding.

PRACTICING THE CONCEPTS – INDOORS: PRACTICING WAITING FOR AND BOARDING THE SCHOOL BUS

- **Role-playing.** Set up a row of chairs to resemble the driver's seat and students' seats on a school bus. Mark out a Safe Spot where the students should wait. Show the students how to wait in line. Model being the driver – driving, stopping the bus, opening the doors and telling the students to get on board. Students can then assume the role of the driver. Reinforce positive behaviour. Students can also point out and compliment appropriate behaviour. [Cross Curricular: Language Arts]
- **Using a school bus safety computer game with an older student or adult.** If students have access to a computer and have an adult or older student to work with, they can use the school bus safety interactive website: http://www.schoolbussafety.ca/kids_index.html. Review what was learned about waiting for the school bus (e.g., waiting with adults, staying in the Safe Spot, waiting until the bus doors are open).



PRACTICING THE CONCEPTS – OUTDOORS: PRACTICING WAITING FOR AND BOARDING THE SCHOOL BUS

- **Practicing waiting for the school bus.** Show the students where the school bus will stop. Use chalk to outline where the Safe Spot is. Have the students practice arriving at the Safe Spot and lining up for the bus.
- **Knowing what to do if an item is dropped.** Tell the students that they must ALWAYS inform the driver and never retrieve a dropped object themselves.
- **Planning a visit by a school bus driver.** Arrange for a visit by the school bus driver who can explain student expectations. Students can practice boarding. This is also a good opportunity to practice what to do if an item is dropped. Have students generate questions to ask the driver before the visit.

PAGE 6: SITTING ON A SCHOOL BUS

BACKGROUND INFORMATION:

A question often arises, particularly if there has been a recent school bus incident, asking why school buses don't have seat belts or rearward-facing seats. Research has shown that there is no safety benefit in either of these two measures. The use of unadjusted seat belts on forward-facing seats increases risks of severe head and abdominal injuries and the use of rearward facing seats is contra-indicated because of the increase in motion sickness. See <http://www.safety-council.org/info/child/schlbus.html> for further information.

INTRODUCING THE CONCEPT: UNDERSTANDING THAT SCHOOL BUS SEATS ARE DIFFERENT TO CAR SEATS

Materials: chart paper folded lengthwise to form two columns. One column has the heading "Sitting in a Car, Truck or Van", and the other has the heading "Sitting on a School Bus". BLM 2A and 2B "Different Ways to Come to School" has pictures that can be pasted on the column headings to help word recognition.

- **Identifying and charting differences between sitting on a school bus and sitting in other vehicles.** Ask the students to identify equipment used when they are sitting in a car, truck or van (e.g., seats, seat belts, booster seats, arm rests, shaped back supports, seat pockets for items, electronic gadgets). As the students name these objects write a term and/or do a simple drawing to illustrate their ideas in the column "Sitting in a Car, Truck or Van". Review the list item by item and discuss whether or not school buses have these features. Put a checkmark or an "X" opposite the listed item in the "Sitting on a School Bus" column. Ask the students to raise their hands if they agree that riding on a school bus is different to riding in other types of vehicles. [Cross Curricular: Language Arts]
- **Understanding that school buses have different safety features to other vehicles.** Tell students that school buses have different safety features to those found in other vehicles. Bus safety features include seats that are close together, have higher backs and padded seats. These features can be added to the chart under "Sitting on a School Bus". [Cross Curricular: Language Arts]

Note: if students ask why school buses don't have seat belts they can be told that safety scientists have done a lot of research work into this idea. They have found that there are better ways to protect children on school buses (e.g., by reinforcing the sides of the school bus and by having seats with extra padding placed close together). Also, in case of emergency, seat belts can delay passengers quickly leaving the school bus.



SCHOOL BUS SAFETY

DEVELOPING THE CONCEPT: **SITTING PROPERLY ON A SCHOOL BUS**

- **Checking for understanding.** Discuss with the students the reasons why:
 - It is important to sit and not stand on a school bus (e.g., a sudden stop will unbalance students that are standing).
 - It is important to be seated with backs against the seats (e.g., to stop bodies from injuries in the case of sudden stops).
 - It is important to have feet facing forwards (e.g., to prevent students from falling onto the floor in the aisle).
- **Teaching the song "Sitting on the Bus".** Teach the song "Sitting on the Bus" to the tune of "The Wheels on the Bus" (Student Activity Book, page 6). Review the safety lessons in the song. [Cross Curricular: Music and Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using page 6.** Read the three words ("seat", "back" and "feet") on the page. Have the students circle the first letter of the three words and have them say the letter and the sound the letter makes. Ask the students to connect the correct word to the picture. [Cross Curricular: Language Arts]
- **Introduce the concept of rhyming words.** Say the three words and ask which two words sound alike. Ask the students if they can think of any more rhyming words to go with "seat" and "feet". [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS – INDOORS: **PRACTICING LINING UP AND SITTING ON THE BUS**

Ahead of time: check with school bus drivers about how they want students to sit in the bus (filling up the front or back seats first, or scramble seating), also what are their policies with items such as backpacks, drinks, video games, etc.

- **Role-playing.** Set up rows of chairs to resemble the bench seats on buses. Ask the students to line up and be seated. Compliment students seated properly, drawing attention to their good habits. Tell the students about the driver's expectations. This is a good activity to do when students are leaving at the end of the day as it provides an opportunity to show what to do with their backpacks.

PRACTICING THE CONCEPTS – OUTDOORS: **KNOWING WHAT SCHOOL BUS DRIVERS EXPECT**

- **Planning a visit by a school bus driver.** Arrange for a visit by the school bus driver. Have the driver explain the student expectations. Students can practice entering, sitting and exiting the bus.

PAGES 7-8: EXITING A SCHOOL BUS

INTRODUCING THE CONCEPT: **UNDERSTANDING THERE CAN BE HAZARDS WHEN LEAVING A SCHOOL BUS**

- **Understanding that steps can be dangerous.** Share with the students any personal "slippery step" stories. Ask the students to raise their hands if they have ever slipped on steps. What can make steps slippery? (E.g., snow, ice, rain, spills from drinks, dropped items like pencils)



which can roll underfoot or clothing items which can make them trip or slip when stepped on.)

- **Filling a “Bumper Bag” to illustrate problems with backpacks.** Take a student backpack and start to fill it with “take to school” items. Tell a story about Brooke as you start to fill the backpacks (e.g., “Brooke was going to school. She got out her backpack and in it she put her lunch kit, her recess snack, her gym shoes, her favourite book, the book she was taking back to the library, her sweater, her favourite stuffie for recess fun”). Fill the bag so full that it can barely be closed. Demonstrate how the backpack is so heavy that it nearly overbalances the wearer. Ask the students why this would be a problem getting off a bus (e.g., the backpack can overbalance the student, the backpack can bump against objects or get caught in the handrail).
- **Illustrating the “Domino Effect”.** Make a row of dominos, telling the students this is like a row of students lining up on a bus. Use the domino effect to illustrate what can happen when students get too close and one of the students overbalances. Tell the students that it is important not to crowd or shove others as they are getting on or off a bus.

DEVELOPING THE CONCEPT: EXITING A BUS SAFELY BY HOLDING ONTO THE HANDRAIL AND TAKING FIVE GIANT STEPS

- **Checking for understanding.** Ask the students to raise their hands if they know that school buses can be dangerous to students when they are moving. Discuss the reasons why (e.g., buses can stop quickly and students who are not in their seats can be pulled off-balance and fall). Tell students to never stand up or leave their seats on a school bus until the bus is completely stopped.
- **Teaching the song “When Getting Off a School Bus”.** Teach the song “When Getting Off a School Bus” (in the section “Songs and Stories”) to the tune of “The More We Get Together”. Review the safety lessons in the song (staying in seats until the bus stops, holding onto the handrail when leaving the bus, taking five giant steps). [Cross Curricular: Music and Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using page 7.** Ask the students to identify dangers in the picture (overloaded backpack, pencils and puddles underfoot, uneven pavement). What is Brooke doing that is safe? (E.g., holding onto the handrail, walking carefully, watching out for dangers such as puddles.)
- **Using page 8.** Ask the students how many big steps did Brooke take to get to the Safe Spot? (5). Have the students trace the steps in their books and count. Trace the words “Safe Spot”.

PRACTICING THE CONCEPTS – INDOORS: ROLE-PLAYING SAFELY EXITING THE SCHOOL BUS

- **Role-playing.** Set up a row of chairs to resemble the driver’s seat and students’ seats on a school bus. Mark out a Safe Spot where the students should exit. Tell the students to wait in their seats until the bus comes to a complete stop and the driver tells them it is safe to leave. Model being the driver – driving, stopping the bus, opening the doors and telling the students to leave the bus. Students can then assume the role of the driver. Reinforce positive behaviour (e.g., waiting patiently in their seats until the driver tells them to leave, lining up without touching other students, holding onto the (imaginary) handrail, taking five giant steps to the Safe Spot).



SCHOOL BUS SAFETY

- **Using a bus safety computer game with an older student or adult.** If students have access to a computer and have an adult or older student to work with, the school bus safety interactive website <http://www.schoolbussafety.ca/flash.html> reinforces many concepts.

PRACTICING THE CONCEPTS – OUTDOORS: **PRACTICING EXITING THE SCHOOL BUS**

Materials: boxes or similar materials that can be used as bus steps.

- **Knowing what to do if an item is dropped.** Remind students that they must ALWAYS inform the driver rather than retrieve the item themselves.
- **Practicing leaving a school bus.** Show the students where the school bus will stop. Use chalk to show students where the Safe Spot is. Have the students practice taking five giant steps to the Safe Spot. In the absence of a school bus, students can use boxes that will simulate the bus steps.
- **Planning a visit by a school bus driver.** Arrange for a visit by the school bus driver. Have the driver explain the student expectations. Students can practice exiting the bus.



SECTION 2: PERSONAL SAFETY

(Student Activity Book page 9)

OVERVIEW OF KEY CONCEPTS

PAGE 9: BEING SAFE IN A VEHICLE

- Always using a booster seat.
- Always using a seat belt.



PAGE 9: BEING SAFE IN A VEHICLE

BACKGROUND INFORMATION:

- Children under six years of age whose weight is less than 18 kg (40 lbs) must be properly secured in an approved, undamaged and properly installed child safety seat secured in the back seat.
- Booster seats are recommended for children over 36 kg (80 lbs) or 9 years of age.
- Saferoads.com provides information on child safety seats and booster seats. It would be useful having this information sent home with students.

INTRODUCING THE CONCEPT: UNDERSTANDING THE IMPORTANCE OF USING A BOOSTER SEAT AND SEAT BELT

Materials: *My Trusty Car Seat* by Stan Bernstein or *Do Kangaroos Wear Seat Belts?* by Jane Kurtz, a child's wagon, a chair, a large teddy bear.

- **Understanding that restraints in moving vehicles are important.** Put the chair in the wagon and put the teddy bear on the chair. Ask the children to observe when you take the teddy for a ride on the wagon at a very slow pace, then while jogging, and later while running. Stop quickly. Ask the students to comment on what they have observed (e.g., at a very slow walk the teddy and chair stay in place. At faster speeds the teddy flies off the chair and the chair is tipped). Remind students that vehicles travel much more quickly than a person running. Ask the students to predict what would happen to the teddy if unsecured in a car, especially when the car has to stop quickly (e.g., the teddy would be thrown off the chair, the teddy would be badly hurt).
- **Remind children that their bodies can be easily hurt.** Ask what would help the teddy to be safer (e.g., the chair could be fastened to the wagon, the teddy could be belted to the chair).
- **Identifying safety features for children in cars.** Ask the students what helps keep them safe in cars (e.g., booster seats, seat belts, airbags, sitting in the rear of a vehicle).

DEVELOPING THE CONCEPT: REMEMBERING TO USE THE BOOSTER SEAT AND SEAT BELT

- **Using literature to reinforce always using a booster seat and being belted properly.** Read *My Trusty Car Seat* by Stan Berenstain or *Do Kangaroos Wear Seat Belts?* by Jane Kurtz. Discuss the safety lessons in the story (e.g., it is always important to be safe in a car. Caring for the safety of kids means making sure that they are always in the rear seat of a vehicle, with proper equipment, and belted in). [Cross Curricular: Language Arts]
- **Ensuring that safety equipment is the appropriate size.** Parents can be encouraged to ensure that safety equipment is the right type and size for the height and weight of their individual child. Saferoads.com provides information to help parents choose and use properly adjusted equipment.
- **Encouraging students to inform their parents of ineffective safety equipment.** Students can be encouraged to let their parents or guardians know of booster seat problems or seat belts that don't fit snugly or are too tight or binding.



USING THE STUDENT ACTIVITY BOOK

- [Using page 9](#). Review what is keeping Cory safe (e.g., he is in a booster seat that is perfect for his size, he has a fastened restraint which holds him in place, he is seated in the rear seat of the car). Have the students trace and colour the booster seat and seat belt.

REINFORCING THE CONCEPT

- [Singing "Always Use a Seat Belt"](#). Sing the song to the tune of "The More We Get Together" (see section "Songs and Stories"). Review the safety ideas in the song (always use a seat belt and booster seat in a car, van, truck, SUV). [Cross Curricular: Music and Language Arts]
- [Discussing wearing a seat belt is the law](#). Discuss with the students that wearing their seat belt and having babies and small children in car seats is a law or rule. Discuss the concepts of rules and laws (something people must do). Following the law about being buckled up in a vehicle helps people be safer. [Cross Curricular: Social Studies]



SECTION 3: PEDESTRIAN SAFETY

(Student Activity Book pages 10-13)

OVERVIEW OF KEY CONCEPTS

PAGES 10-11: CROSSING ROADS SAFELY

- Understanding that moving vehicles can be dangerous.
- Stopping, looking for moving vehicles, crossing with an adult.
- Recognizing and using crosswalk symbols.
- Continuing to look and listen.

PAGES 12-13: IDENTIFYING A SAFE PATH TO WALK TO SCHOOL

- Understanding where it is safe to cross a road.
- Recognizing potentially dangerous situations.



PAGES 10-11: CROSSING ROADS SAFELY

INTRODUCING THE CONCEPT: UNDERSTANDING THAT MOVING VEHICLES CAN BE DANGEROUS

Materials: a large metal tin.

- **Understanding the concept.** Some children are unaware of how dangerous a moving vehicle can be. Hold up the tin and ask what would happen if this was dropped on a foot. Would it hurt a lot? Would a much bigger metal object like a car hurt even more if it hit somebody? Moving cars, trucks and other vehicles can be dangerous.
- **Developing vocabulary.** (The word “vehicle”). Ask the students if anybody knows what a “vehicle” is (e.g., a vehicle is something that moves people on land). What sorts of vehicles can the students name? These naming words can be posted alongside models or pictures of the appropriate vehicle. Pictures of a car, truck, van and a bus are in the Black Line Masters. [Cross Curricular: Language Arts]

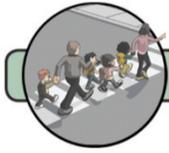
DEVELOPING THE CONCEPT: STOPPING, LOOKING AND CROSSING WITH AN ADULT

- **Creating a rationale for knowing how to cross roads safely.** Some children live in rural areas where there are few dangerous roads to cross and some children are driven directly from home to school and are inexperienced with crossing roads. It is important, however, that all children learn how to cross roads safely so that they can be independent later on in a variety of situations. Remind the students that it takes time to learn skills. Although they are too young to cross roads by themselves, they are learning about this skill to use later on.
- **Listening to a story and discussing safety.** Read “Wyatt’s Way” (see the “Songs and Stories” section). Before starting the story tell the students that they will be asked to share safety ideas at the story’s end. After the story, ask the students to think, pair and share what made the two brothers safe when they crossed the road. [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

Materials: BLM 3 – “Stop!, Look!, Cross with an Adult!” cut out strips.

- **Using page 10. Teaching the song “Stop!, Look! and Cross!” (to the tune of “Frère Jacques”).** Found in the section “Songs and Stories”. Have students suggest actions to suit the words. Remind students that they must always cross with an adult to help them be safe. [Cross Curricular: Music and Language Arts]
- **Using page 11.** Show the students how to find the correct page. Show them where the page numbers are written and count together to page 11. Ask the children what Wyatt is looking for that will help keep him safe (e.g., he is looking for dangers such as moving cars, he is looking for “walk” and “wait” signals). Who is helping keep Wyatt safe? (An adult.) Have students notice that when crossing roads everybody must look out for dangers. Ask students if they know other people who help keep children safe from dangers from vehicles (e.g., enforcement, school patrollers, teachers). [Cross Curricular: Mathematics and Language Arts]
- **Understanding rationale.** Tell the students why it is important to cross with an adult, or a responsible person older than 9 years of age (i.e., it is difficult for Kindergarten students to tell how fast a vehicle is going and know whether there is time to cross safely. Kindergarten students don’t have an adult’s understanding about danger. Kindergarten students can be small and sometimes drivers don’t see them crossing roads).



PEDESTRIAN SAFETY

- **Discussing other times and places where it is really important to Stop!, Look! and Cross with an Adult!** (E.g., at corners, when walking past vehicles in driveways or when walking across parking lots.) The unfortunate reality is that some children will be crossing roads without adequate supervision, young children need to be made aware of potential traffic dangers.
- **Identifying words in print.** Use BLM 3. Cut out the strips "Stop!", "Look!" and "Cross with an Adult!". Have the children suggest actions that they can use to illustrate the words. Mix up the strips and have the students put them back in order. [Cross Curricular: Language Arts]
- **Playing the game "Simon Says".** Develop and use actions to show "stopping", "looking" and "crossing with an adult" to play "Simon Says". [Cross Curricular: Language Arts, Physical Education]

PRACTICING THE CONCEPTS – OUTDOORS: IDENTIFYING LOCAL SAFE PLACES TO CROSS

- **Going for a local walk.** Ahead of a time: discuss what corners and pedestrian crosswalks are. On the walk identify corners, pedestrian crosswalks or lights where it is safe to cross roads. Keep reminding students that they must always cross with an adult. When they are older, over 9 years of age, they will know a lot more about safety and will be able to safely cross the street on their own.
- **Identifying safe places to wait before crossing.** Show where it is safe to stand while waiting to cross. Outline those places with chalk. Point out that safe waiting places are away from the curb and road.
- **Singing the "Stop! Look! and Cross" song at crossing places.** Remind students that everybody, both children and adults, must watch for moving cars.
- **Looking for stop signs and other environmental print.** Ask students to find as many "Stop" signs as possible. Also ask them to see if they can find other words associated with school and traffic safety (e.g., "school", "yield"). [Cross Curricular: Language Arts]

PRACTICING CROSSING AT LOCAL STREET CORNERS

- **Practicing walking at corners and avoiding diagonals.** Practice walking with students in two stages to get to a diagonally opposite corner. Remind children that when they cross the first road both children and adults must Stop! and Look! again before crossing the second road.

OBEYING SCHOOL PATROLLERS OR CROSSING GUARDS (IF APPLICABLE)

- **Planning a visit to the Kindergarten class by a school patroller or crossing guard, if applicable.** Ask the school patrollers/crossing guard to demonstrate how they show students when to "go" and when to "stop". Check that the students respond to the signals automatically (e.g., "Simon Says", "What Time is it Mr. Wolf?").
- **Discussing how AMA School Safety Patrols are special people** and have a big responsibility to help others stay safe. They should be respected. It is the student's responsibility to follow the school patrollers' safety rules. [Cross Curricular: Social Studies]
- **Writing a class letter to the school patrollers** to thank them for helping with safety provides students with an opportunity to summarize learning. [Cross Curricular: Language Arts]
- **Drawing.** Students can draw themselves and the school patrollers. [Cross Curricular: Art]



PAGES 12-13: IDENTIFYING A SAFE PATH TO WALK TO SCHOOL

DISCUSSING THE CONCEPTS: UNDERSTANDING WHY IT IS IMPORTANT TO LEARN ABOUT SAFETY

- **Understanding why drivers sometimes don't see children crossing roads.** Discuss reasons why drivers don't always see kids who are crossing the road (e.g., it is getting dark, the sun is in the eyes of the driver, a child might be wearing colours that make it hard to be seen, the driver can be distracted, the driver might not see a child crossing the road until it is too late to stop, a child might be crossing in the wrong spot or crossing incorrectly).
- **Emphasizing crossing with an adult.** Remind students these are reasons why it is important to cross with an adult. Just as it takes years to learn sports or music skills, it also takes years to learn about road safety. Being with an adult helps coach children when they are learning safety skills.

DEVELOPING THE CONCEPTS: REVIEWING WHERE IT IS SAFE TO CROSS

- **Remembering safe places to cross.** Ask the students to identify all of the safe crossing places that they know near to their school.
- **Reviewing crosswalks.** Discuss crosswalks and their identifying features (e.g., a sign with a symbol of people crossing the road, lines on a road).

USING THE STUDENT ACTIVITY BOOK: IDENTIFYING WHERE IT IS SAFE TO CROSS ROADS TO GET TO SCHOOL

- **Using pages 12-13, identifying potential hazards.** Ask the students to look carefully at the picture and name/count any hazards that they see (e.g., bushes that drivers can't see past, parked cars, a child kicking a ball across the road). How many hazards are there? Students can use other objects in the illustration (e.g., houses, trees, corners) to practice counting to 10.
- **Playing the "I Spy" game.** Ask the students to look closely at the picture and see what safety signs they can spy.
- **Identifying safe places to cross.** Ask the students to identify all the safe places to cross the road by marking them with small green dots (corners, crossing lights, crosswalk). Students can also count the safe places to cross.
- **Using the punch-out puppets to show safe routes to Kindergarten.** Have the students punch out the puppets at the back of the book. Discuss that there can be different routes to safely get to school. Ask the students to use different puppets for different routes. Emphasize that what is important is choosing routes that are safe. Check – did everybody: have their puppets walk in the middle of the sidewalk, cross at corners or at crosswalks?

PRACTICING THE CONCEPTS: IN THE LOCALE COMING TO SCHOOL IN DIFFERENT WAYS

- **Seeing and discussing how different children come to school.** Take the students outside to see and discuss ways that individual students come to Kindergarten. Discuss safety procedures (e.g., "Jeremy and Beata come to Kindergarten on a bus from daycare. It stops here. Jeremy would you tell us how you get on and off the bus safely?"..."Rachel and Marco walk to school with Marco's mother. Rachel, please point out where you cross the road. What helps keep you safe?").



PAGE 14: REVIEWING SAFETY LESSONS – “I KNOW” STATEMENTS

REVIEWING THE CONCEPTS: CHECKING FOR UNDERSTANDING OF THE “BIG IDEAS”

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

FOLLOW-UP ACTIVITIES: WHOLE GROUP

- **Creating a class safety book.** Ask students to draw safety lessons. Scribe a sentence for the students and compile their work into a book, which can be shared with parents, or go into a library or centre. [Cross Curricular: Language Arts]
- **Playing “Red Light/Green Light” using pedestrian crossing signals.** Play a variation of “Red Light/Green Light” using pedestrian crossing traffic light signs instead of the words “red light” or “green light”. Use BLM 4A and 4B.
- **Playing “Corner/Cross”.** Students walk around a gym or playground. When they hear the teacher call “Corner” they stop. When they hear “Cross” they continue walking.

FOLLOW-UP ACTIVITIES: SMALL GROUPS OR CENTRE

- **Creating a safety collage.** Contribute to a collage of “Safety Squares”. Divide the students into three groups. Each group is responsible for drawing pictures of bus safety, pedestrian safety or safety in vehicles.
- **Using the punch-out puppets.** Act out pedestrians crossing safely. Use a homemade or commercial traffic play mat, toy cars, traffic signs and play people along with the punch-out puppets. Encourage the students to produce little plays that teach a safety message. Invite other classes or groups of students from other classes to come and see the plays.

BLACK LINE MASTERS

BLM 1: LETTER FOR HOME

BLM 2A: DIFFERENT WAYS TO COME TO SCHOOL (WALKING, SCHOOL BUS)

BLM 2B: DIFFERENT WAYS TO COME TO SCHOOL (CAR, TRUCK, MINIVAN)

BLM 3: STOP! LOOK! CROSS WITH AN ADULT! WORD STRIPS

BLM 4A: PEDESTRIAN WAIT SIGNAL

BLM 4B: PEDESTRIAN WALK SIGNAL



Dear Parent(s) or Guardian(s),

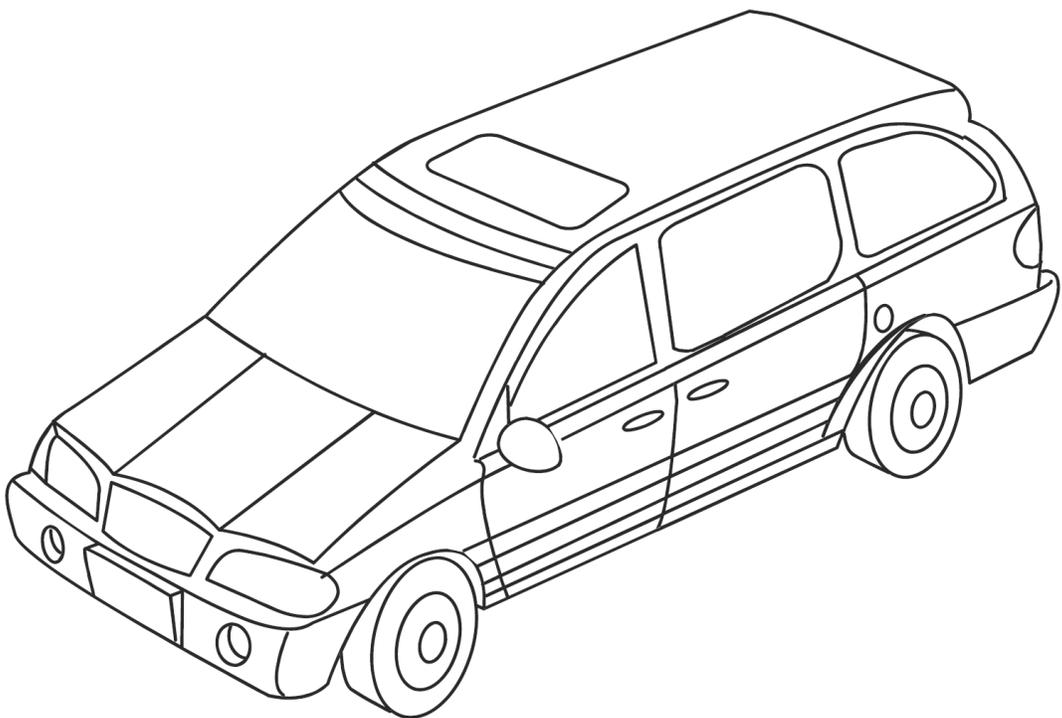
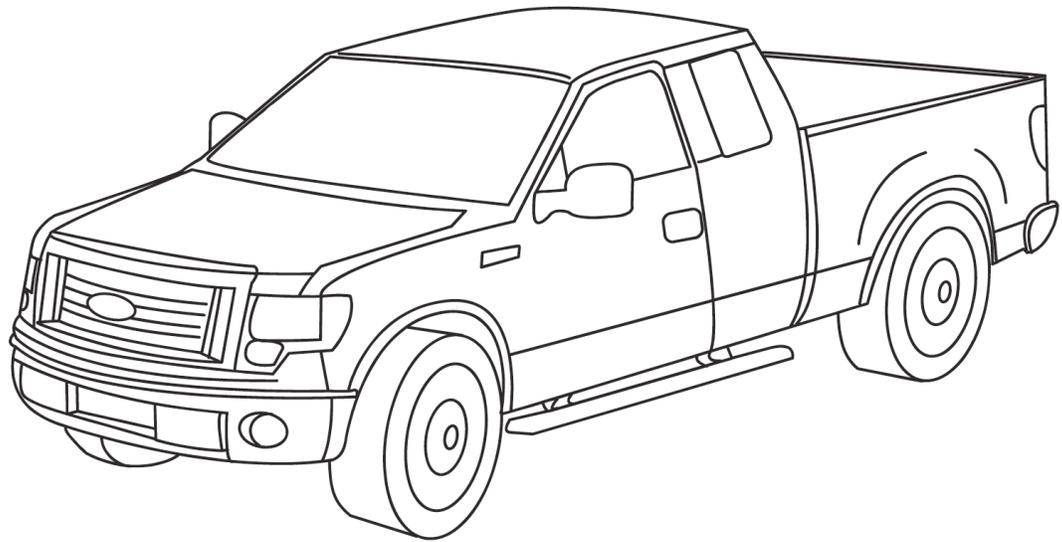
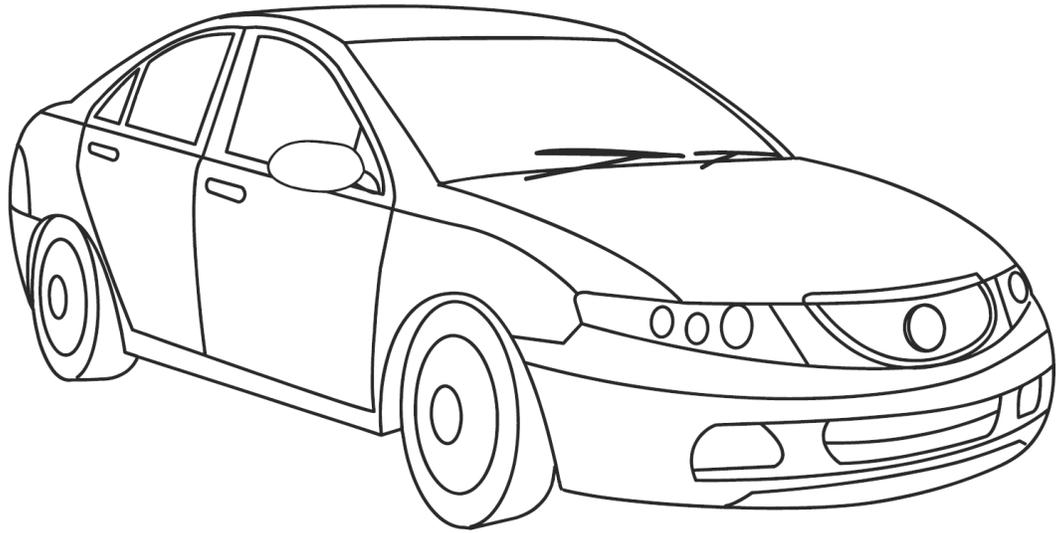
Our Kindergarten class has been working on traffic safety. Your child will be bringing home a Student Activity Book that deals with three main concepts. These are:

- School Bus Safety, Section 1, pages 2-8
 - Waiting for a school bus
 - Getting on and off a school bus safely
 - Sitting safely on a school bus
- Personal Safety in Vehicles, Section 2, page 9
 - Always using a seat belt
 - Using booster seats
- Pedestrian Safety, Section 3, pages 10-13
 - Understanding that moving vehicles can be a danger
 - Stop! Look! Cross with an Adult!
 - Knowing where to walk or cross safely – at a corner or crosswalk

Research has shown that until children are nine years old, they usually haven't developed sufficient cognitive maturity to cross roads independently and safely. Children under the age of nine have difficulty in judging traffic speeds or knowing how long it would take to complete crossing a road. For that reason, it is recommended that all children of Kindergarten age be accompanied by an adult when crossing roads. Learning about road safety, however, is on-going and starts well before they reach that age. It will be helpful if you can review this book with your child by asking them to show and explain what they have learned. Please review any traffic safety situation that your child might personally encounter.

Thank you for your cooperation in helping keep our precious children safe!

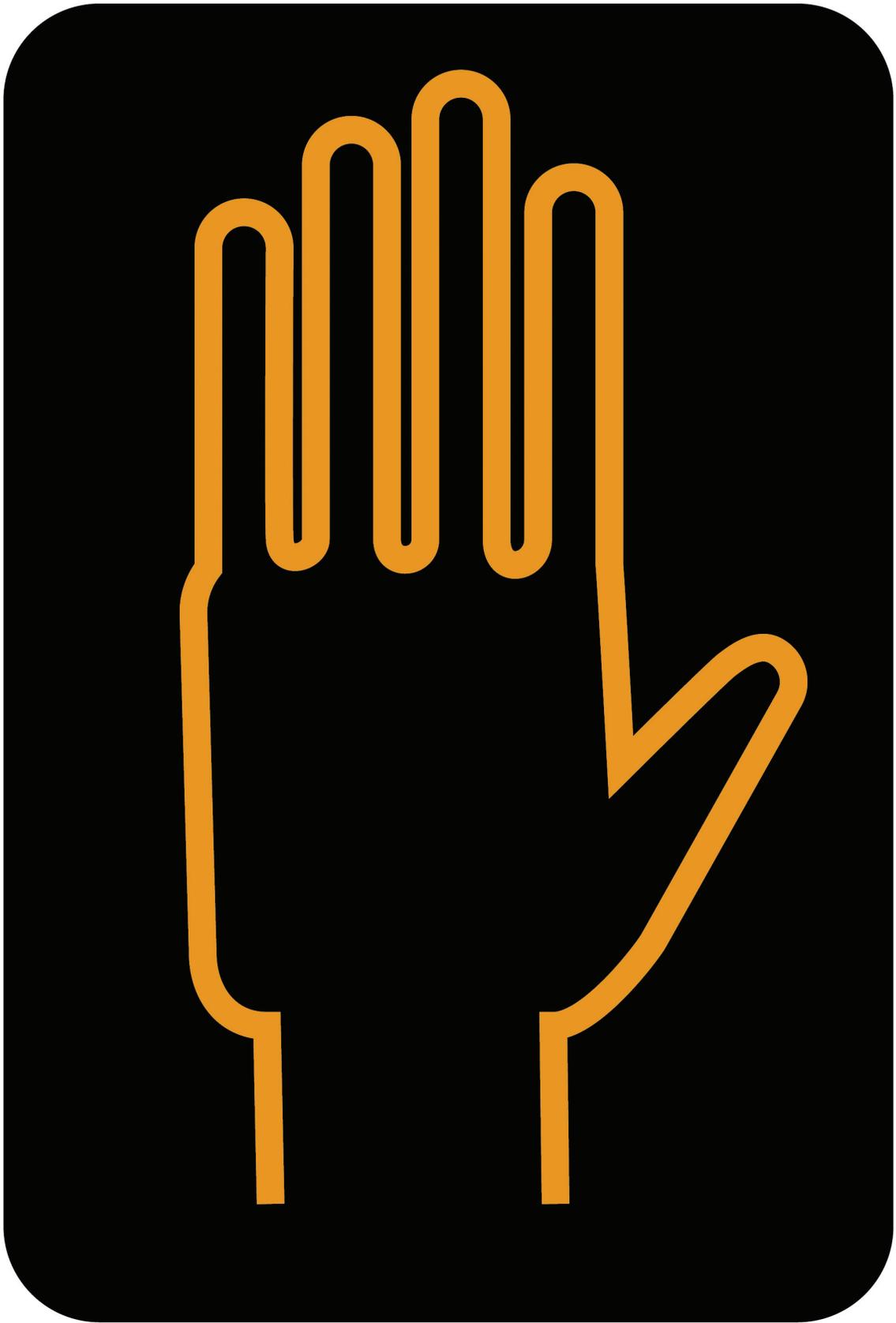




Stop!

Look!

Cross with an Adult!





SONGS AND STORIES

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

SAFETY ON THE BUS

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

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

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

(Say: "Bus stops...")

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

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

(Say: "Doors open...")

(Actions: Mimic opening the doors)

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

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

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

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

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

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

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

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

(Actions: Take five giant steps then wave goodbye)

WHEN GETTING OFF A SCHOOL BUS

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

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

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

(Teacher speaks, students echo) Doors Open!

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

(Teacher speaks, students echo) Doors Shut!

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

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

ALWAYS USE A SEAT BELT

[A song for Section 2: Personal Safety]

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

Always use a seat belt, a seat belt, a seat belt,
Oh... always use a seat belt when you're in a car.

Always use a booster seat, a booster seat, a booster seat,
Oh... always use a booster seat when you're in a car
(Repeat with van, truck, etc.)

[Teacher note: discuss whether kids should "sometimes" or "always" use a seat belt and a booster seat. Sing the song again, emphasizing the word "always".]

STOP! LOOK! AND CROSS!

[A song for Section 3: Pedestrian Safety]

(To the tune of "Frère Jacques")

Stop! Look! and Cross! (x2)

With an adult (x2)

Remember to be careful (x2)

And be safe! (x2)

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

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

Ask the children to listen for Brooke's safety lessons

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

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

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

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

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

WYATT'S WAY

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

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

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

The two brothers both pointed with their arms to show they wanted to cross the road in that direction. When the signal finally changed to show a man walking, both brothers did a safe thing. First they looked in all directions. They made sure that all the cars and trucks had seen them and had stopped. Then Wyatt and Tom crossed the road. Their arms were still pointing in the direction they were going.

When they got to the other side Tom patted Wyatt on the back. "Well little brother," he said, "you sure know how to cross roads safely. You pointed where you wanted to go, waited for the right signal and kept watching for moving cars." Then Tom said the words that made his little brother very happy, "Way to go Wyatt!".

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

CONNECTIONS TO LITERACY

SECTION 1: SCHOOL BUS SAFETY

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

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

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

Safety on the School Bus by Lucia Raatma. Information about safety when using a school bus with photos of children and school buses which illustrate individual safety points. ISBN: 0-7368-0063-8

School Bus Drivers by Melanie Mitchell. Photographs and simple text about school bus drivers and their work. ISBN: 0-8225-1695-0

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

Hello School Bus! by Marjorie Blain Parker. Scholastic Read, Level 1. Humorous cartoon illustrations with animal characters, describing the sights and sounds to be found on a school bus. ISBN: 0-439-59889-3

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

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

The Seals on the Bus by Lenny Hort. Award winning fiction. Animals, from seals to skunks, try to ride the bus. ISBN: 0-8050-5952-0

SECTION 2: PERSONAL SAFETY

My Trusty Car Seat by Stan Berenstain. This is a Berenstain Bears board book that details the story of a pre-school bear going for a ride after being safely buckled up in a car seat. ISBN: 978-0-679-89334-9 (0-679-89334-2)

Do Kangaroos Wear Seat Belts? by Jane Kurtz. The story of a young boy going for a car ride with his mother. He is belted in despite his reluctance. On the ride he discovers that all animals, including humans, keep their young secure. ISBN: 0525473580, ISBN:0525473580, ISBN: 0525473580, ISBN: 052547358

SECTION 3: PEDESTRIAN SAFETY

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

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

Street Safety Hints by Giovanni Caviezel. Shaped Board Book. The child on the cover introduces street safety to preschoolers. Children learn to recognize zebra stripes, road signs and their meanings. They

learn safety rules when walking or riding bicycles or scooters. The importance of safety helmets, seat belts and booster seats is taught through pictures. ISBN: 970764158407

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

Crossing Safety by Sheila Rivera. ISBN: 0822568217

CONNECTIONS TO THE WEB

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

OTHER RESOURCES

DVDS

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

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

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

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



KINDERGARTEN

August 2009

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

saferoads.com/streetsafe