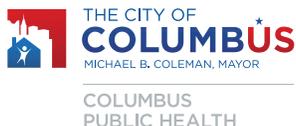


SAFE ROUTES IN THE CLASSROOM

ACTIVITIES FOR KINDERGARTEN



MAY 2012



ABOUT SAFE ROUTES TO SCHOOL

INTRODUCTION:

The Safe Routes to School (SRTS) program is a collection of community and school-based activities designed to improve the health and well-being of students and the community at large. SRTS offers students, including those students with disabilities, with an opportunity to make walking and bicycling to school safer and more accessible and to increase the number of children who choose to walk and bicycle. On a broader level, SRTS programs can ease traffic congestion near the school and improve air quality and the community's overall quality of life. SRTS also provides primary grade teachers with evidence-based lesson plans that can be used as an adjunct to SRTS activities or as stand alone lessons. The Columbus City Schools iteration of SRTS are consistent and inclusive of National Health Education Standards (NHES).

BACKGROUND:

Childhood obesity is a national health problem that impacts the quality of health for children and youth locally. According to the Center for Disease Control and Prevention (CDC 2012), 17% of the nation's children aged 5-19 are "obese"; the percentage for Ohio children and youth is approximately three times higher than the national average. Although childhood obesity is the results of a set of complex conditions, which are societal, cultural and economic, it occurs when an individual intakes more calories than they expend through movement and physical activity.

All children, regardless of their weight, need continuing education and skill building regarding the benefits of being active, how to be active every day, and the health risks associated with being sedentary. Additionally, all students must have access and opportunities for daily movement and physical activity. Columbus City Schools, recognizing the health and educational impact of student's health status has developed a number of programs and curricular to educate children and their families about the benefits and rewards of healthy weight through good nutrition and simple physical activity, and equips students with pragmatic tools to address health on a personal, familial and community level. One program within Columbus City School's comprehensive strategy is the nationally recognized Safe Routes to School (SRTS) program (<http://publichealth.columbus.gov/safe-routes-to-school.aspx>). Further resources are available through the National Center for Safe Routes to School (www.saferoutesinfo.org).

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ABOUT SAFE ROUTES TO SCHOOL, continued

LESSONS:

Columbus City Schools has selected five (5) lessons from the Nebraska SRTS curriculum to be on the Columbus City Schools' teacher website. These lessons correspond to The National Health Education Standards, particularly Standard 6: Students will demonstrate the ability to practice health enhancing behaviors, avoid or reduce risks and advocate for personal, family, and community health. The lessons can be located on the Curriculum Guide website under Health and can be used by K-5 classroom teachers to fulfill the 30 minute weekly health lesson requirement.

NATIONAL HEALTH EDUCATION STANDARDS:

Created in 2007, The National Health Education Standards (www.cancer.org/nationalhealtheducation) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

ACTIVITY 1

RED LIGHT, GREEN LIGHT

OBJECTIVES:

- Students will identify and recognize the basic symbols of street safety.
- Students will define the function of traffic lights and how people and vehicles must react to traffic lights.
- Students will discuss the consequences associated with unsafe behaviors when crossing streets..

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

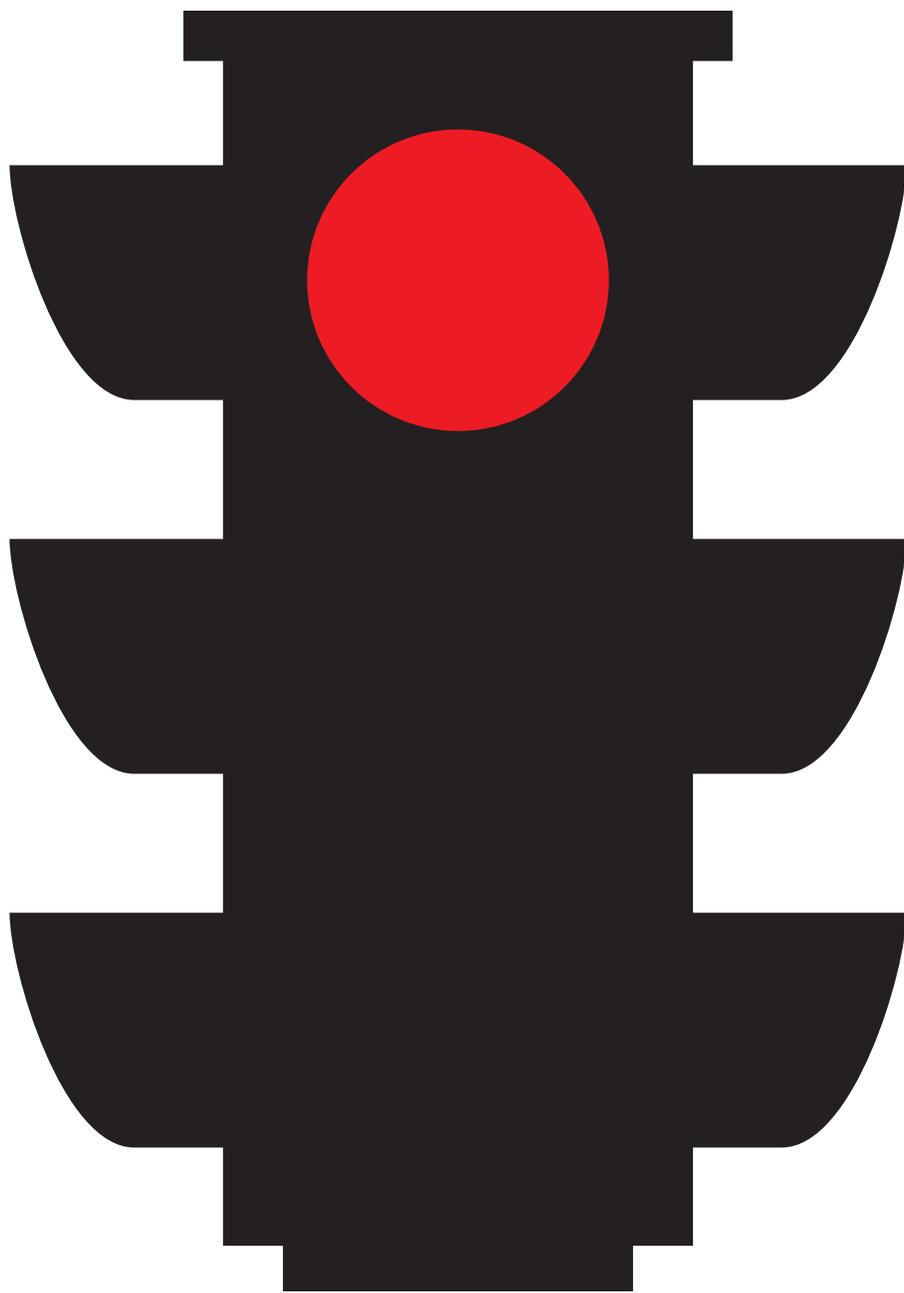
TIME/DURATION: 30 minutes

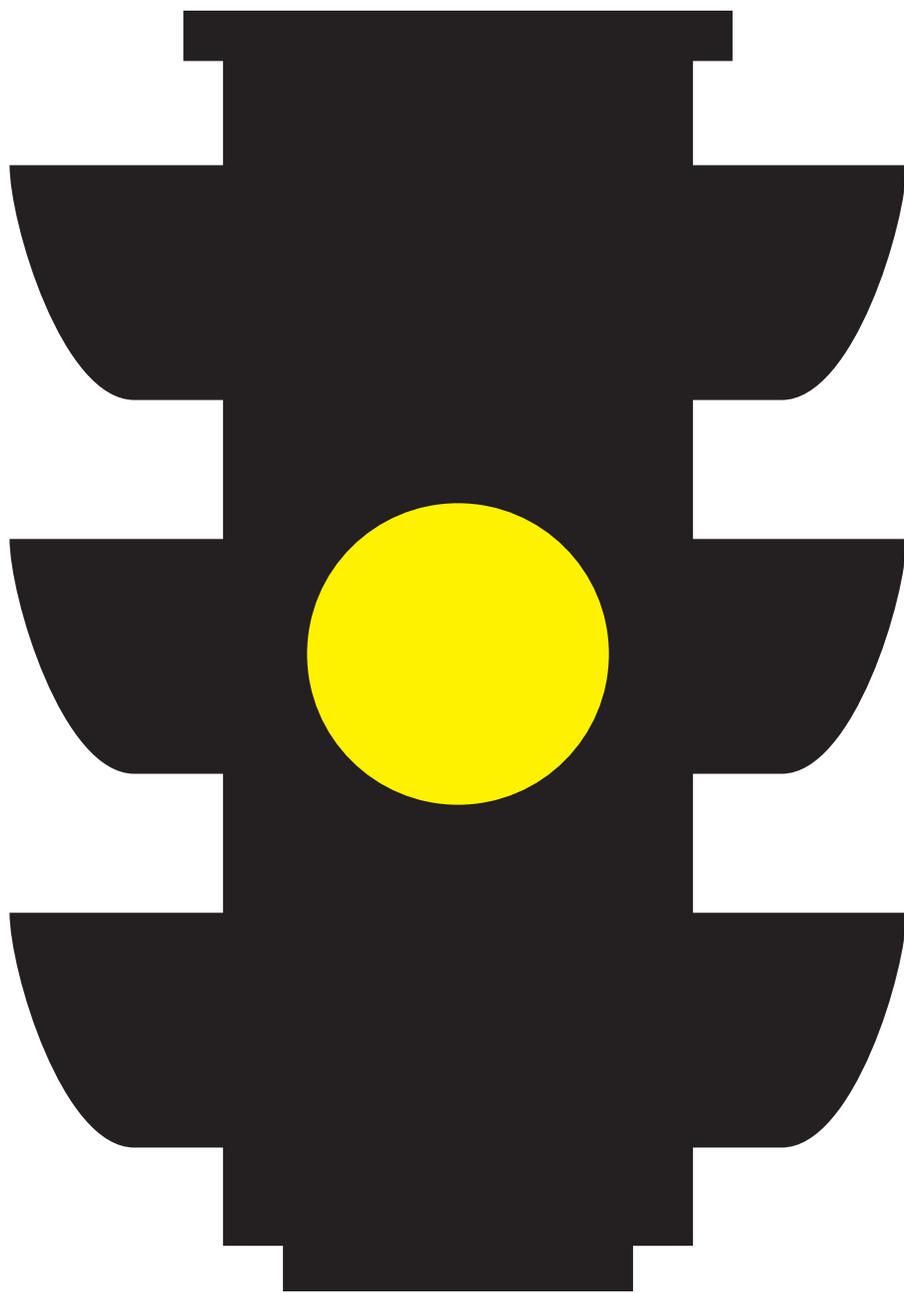
MATERIALS:

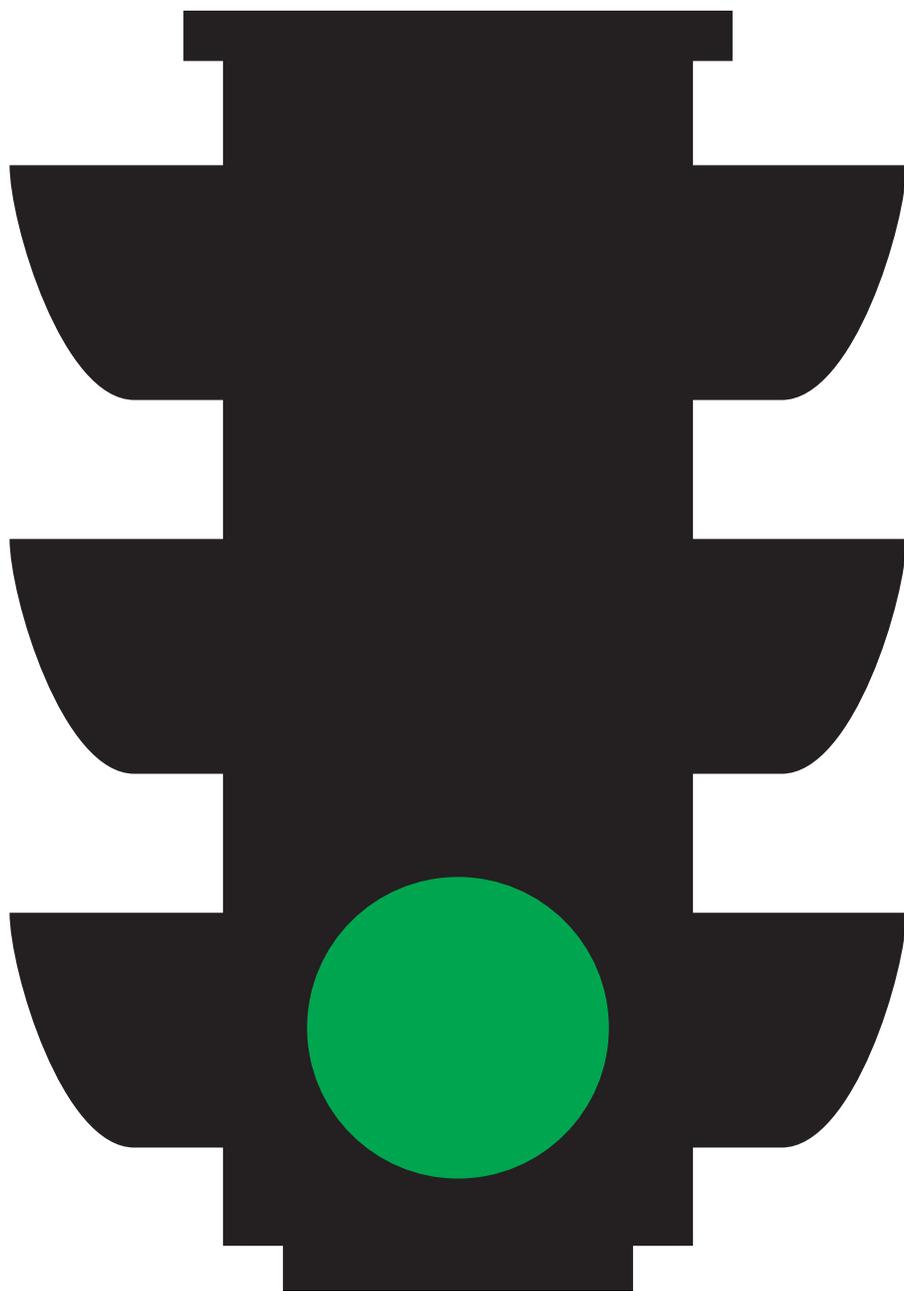
- Green light card
- Red light card
- Yellow light card
- Walk card
- Don't walk card

INSTRUCTIONS:

1. You are the stoplight.
2. Instruct the children to pretend they are cars. When you hold up the green light card, the students can move forward. When you hold up the red light card, the students must stop.
3. Now, instruct the students to pretend they are pedestrians crossing the street. When you hold up the walk card, they can cross. When you hold up the don't walk card, they must stop.
4. Discuss with students how important it is for cars and pedestrians to obey the lights.
5. Discuss the role of the yellow light.
6. Tell the children the importance of looking left, right, then left again when crossing the street. Have them demonstrate.











ACTIVITY 2

THE SAFETY SONG

OBJECTIVES:

- Students will identify and recognize the common symbols of safety.
- Students will define the importance of each safety symbol.

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

TIME/DURATION: 10 minutes

MATERIALS:

- One old glove
- 5 small cardstock circles with safety icons printed on them

INSTRUCTIONS:

1. Print the 5 safety icons out on cardstock. Cut the circles out and affix each circle to a finger on the old glove.
2. Put the glove on and use it to lead students in “The Safety Song” to the tune of “Where Is Thumbkin?” Hold the appropriate finger up where the song dictates.

THE SAFETY SONG

TO THE TUNE OF “WHERE IS THUMBKIN”

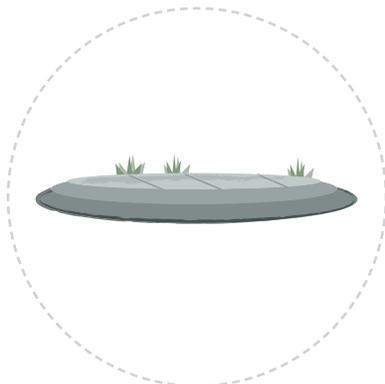
Where is stop sign?
Where is stop sign?
Here I am!
Here I am!
Cars stop when they come to me.
They don't want to go through me.
Stop at me.
Stop at me.

Where is crosswalk?
Where is crosswalk?
Here I am!
Here I am!
Please walk inside the lines.
For a fun and safe ol' time.
Walk in me.
Walk in me.

Where is crossing guard?
Where is crossing guard?
Here I am!
Here I am!
I'll help you cross the stre-et.
On a bike or on your fe-et.
Cross with me.
Cross with me.

Where is helmet?
Where is helmet?
Here I am!
Here I am!
Strap me to your head tight.
And you'll arrive alright.
Put me on.
Put me on.

Where is sidewalk?
Where is sidewalk?
Here I am!
Here I am!
Put me under your fe-et.
To stay out of the stre-et.
Walk on me.
Walk on me.



ACTIVITY 3

SAFETY SAFARI WALKABOUT

OBJECTIVES:

- Students will identify how people and vehicles interact with traffic lights in real life.
- Students will practice crossing a street safely, thereby applying important rules in a real-life setting.
- Students will identify and recall the street safety devices in their neighborhoods.

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

TIME/DURATION: 30 minutes

MATERIALS:

- Scavenger list of safety objects for children to spot

INSTRUCTIONS:

1. Develop scavenger hunt list based on safety objects that children are likely to see around the school.
2. Take the students outside and point out many of the things that are in place to keep them safe while crossing the street (stoplights, stop signs, crosswalks, crossing guards, etc.)
3. Point out how the cars are interacting with the stoplight and how the walk/don't walk light works in conjunction with the stoplight.
4. Take the children across the street so they can practice looking left, right, then left again.
5. If your area is obviously missing some of the safety basics (stop signs, stoplights, crosswalks), ask your class where they would like to see these items installed.
6. Return to the classroom and give each student a copy of the list. Read each item from the list and ask the children to circle the safety objects they saw outside.
7. If time allows, discuss some of the items on the list and give children a chance to explain how the items help keep pedestrians safe.

WHAT'S SAFE?

INSTRUCTIONS:

For each pair of pictures, circle the picture that shows safe behavior.

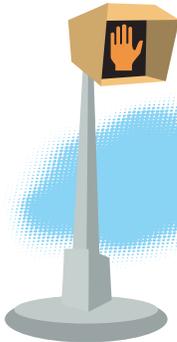
1.



2.



3.



NAME: _____

STUDENT WORKSHEET

4.



5.



WHAT'S SAFE?

INSTRUCTIONS:

Listen carefully to your teacher's directions about what to do for each picture.

1. Count the sides on the stop sign. Write that number next to the stop sign.
2. Put a square around the crosswalk.
3. Draw a line under the bike helmet.
4. Color in the middle circle of the stoplight.
5. Draw a triangle above the bike.
6. Circle the crossing guard.

