

# road safety learning resources: teacher's manual

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preschool



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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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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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This preschool resource consists of cross-curricular learning plans introducing children to the concept of traffic, being aware of traffic and being safe around traffic, and the importance of obeying traffic safety rules because they reduce the risk of injury. This resource can help children lead a safe lifestyle and empower them to make socially responsible personal decisions.

The material is provided as an option to incorporate into programs. Learning plans and activities can be completed in full or in part, adapted or omitted.

## 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](mailto:learningresourcefeedback@icbc.com)

unit 1  
**traffic safety**



## Determining prior knowledge

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### Time requirement

This learning plan will take approximately one session to complete.

### Inquiry question

What do I already know about traffic?

### Learning objectives

Children 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 around your neighbourhood, what are some of the things you often see?
- Ask the children what they know about traffic safety
- Ask the children to list some traffic safety rules
- Ask how the children 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?

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## Time requirement

This learning plan will take approximately one session to complete.

## Inquiry question

What is traffic?

## Learning objectives

Children will:

- Determine what is traffic and what is not

## Resources and materials

- Flip chart or whiteboard
- [What is traffic?](#) activity sheet for groups of two children on page 7
- [Picture sorting](#) activity sheet on page 8

## 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 children to list all the vehicles they can think of

## Explore

- Place the children in groups of two
- Give each group a sorting worksheet with the words “Traffic” and “Not Traffic”; practise reading the words with them



## what is traffic?

### learning plan 2

- Give each group a set of precut traffic pictures
- Have the children in the groups take turns sorting the pictures onto the sorting worksheet
- When finished, ask the children 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.

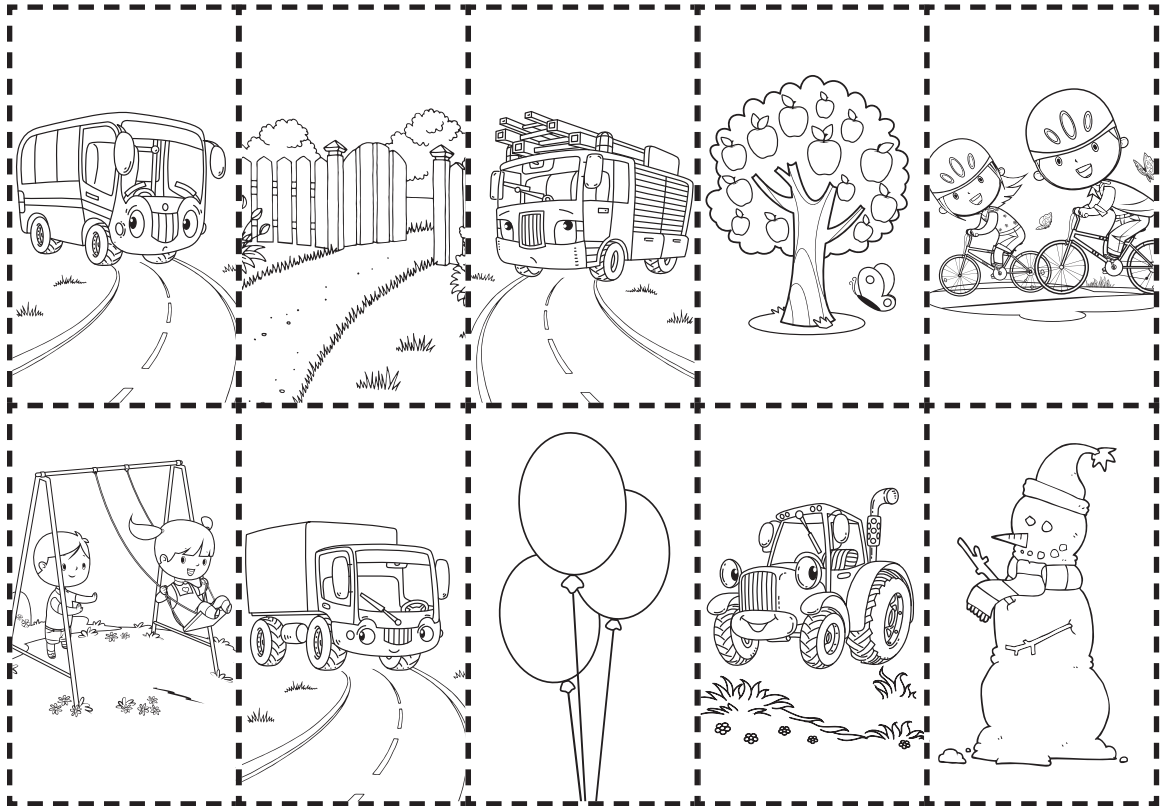




### Activity sheet

Traffic	Not Traffic

### Activity sheet





## Using our senses

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### Time requirement

This learning plan will take four sessions to complete.

### Inquiry question

How are our senses like super powers?

### Learning objectives

Children will:

- Explain how they used their senses to be aware of traffic and the noise that traffic makes
- Identify traffic and traffic noises

### Materials and resources

- Magazines, scissors and glue
- Large poster paper
- [Using our senses](#) activity sheet on page 11

### 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 students' senses/super powers and/or abilities of observation. This activity will help them be aware of their environment and what's happening in it. Go into the schoolyard and:

- Ask children 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 3

#### Explore

Ask the children to sit quietly in the schoolyard and share all that they can detect with their senses. Teacher records the stimuli.

Repeat the experience when standing in a safe place near a road. Detect the stimuli provided by the road.

Ask the children to think about what their 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

Have the children look through magazines and cut out pictures of different types of vehicles. Stick the pictures onto a large sheet of paper. Have the children imitate the sounds the vehicles make.



### Activity sheet

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



# Wheels

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## Time requirement

This learning plan will take one session to complete.

## Inquiry question

What has wheels?

## Learning objectives

Children 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?

## 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?



## wheels

### learning plan 4

- 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

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)*



# Traffic Survey

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## Time requirement

This learning plan will take approximately one session to complete.

## Inquiry question

What traffic is in the neighbourhood?

## Learning objectives

Children will:

- Conduct a survey of traffic
- Predict traffic
- Graph traffic
- Use a talking circle to communicate

## Materials and resources

- [Traffic survey](#) activity sheet on page 16
- Whiteboard or flip chart
- Macaroni







## Reflect and connect

Ask children what vehicles they often see near their home and near the school. Do they go fast or slow? What vehicle type do they think is the most common? Record their predictions. Explain to the children that graphs help us to understand and learn from data. We can use graphs to answer questions.

## Explore

- Go to a safe area to watch traffic go by; using a traffic survey worksheet, children are to use tally marks to record the traffic they see
- Which vehicle did they see the most of?
- Give each child a traffic survey worksheet
- Have them glue the macaroni pieces to match the number of vehicles they saw

### Activity sheet

 <p>Cars</p>	
 <p>Buses</p>	
 <p>Trucks</p>	
 <p>Vans</p>	
 <p>Bicycles</p>	
 <p>Motorcycles</p>	

## Puff Paint Cars

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### 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.



## 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 some red, yellow and green candies to ice onto the cookies; talk about the colours of traffic lights and what they mean

## Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at [learningresourcefeedback@icbc.com](mailto:learningresourcefeedback@icbc.com).

unit 2  
**road safety**



## Determining prior knowledge

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### Time requirement

This learning plan will take one session to complete.

### Inquiry question

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

### Learning objectives

Students will:

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

### Materials and resources

- Whiteboard or flip chart

### Explore

- Ask the children what they know about crossing the road safely
- Ask the children to list some crossing the road safely rules
- Ask how the children have learned about crossing the road safely; explain that you'll be adding to the knowledge and skills that they have learned

### Reflect and connect

- Ask the children 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

## Red says stop!

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### 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 24
- [Traffic signal](#) activity sheet on page 26
- [Red means STOP!](#) activity sheet on page 28
- [DIY traffic signs](#) activity sheet on page 29

### Reflect and connect

- Ask the children about the different types of roads in their neighbourhood — what makes one road different from another road?
- Encourage the children 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 children describe the best place to cross? What would they look for?

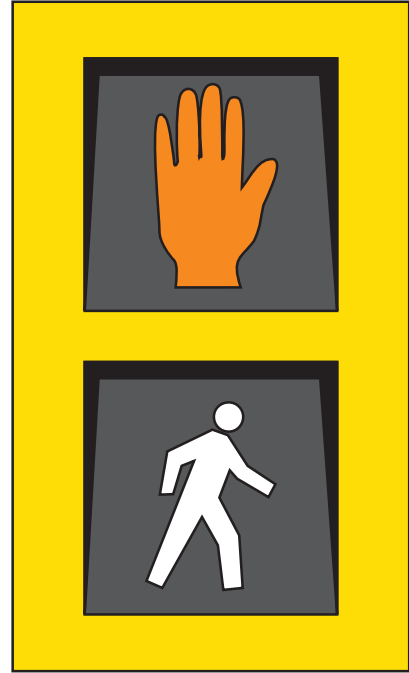
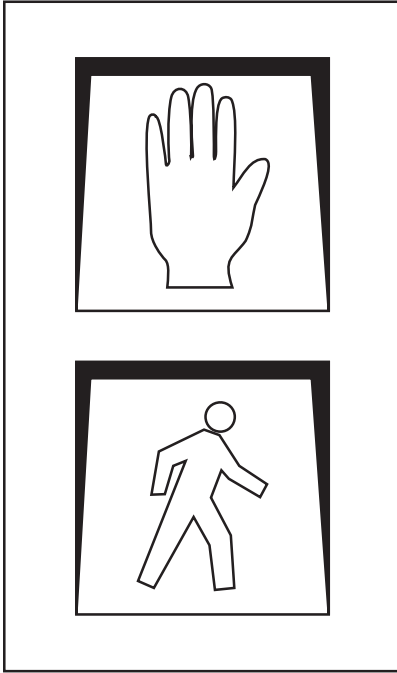




## Explore

- 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 children to see

### Activity sheet





## red says stop!

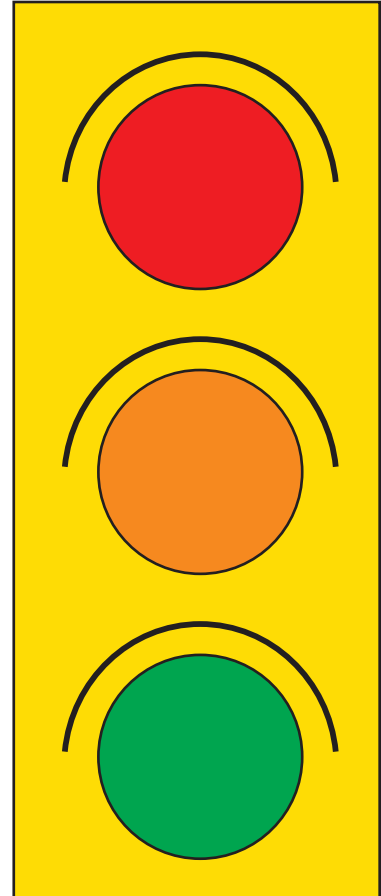
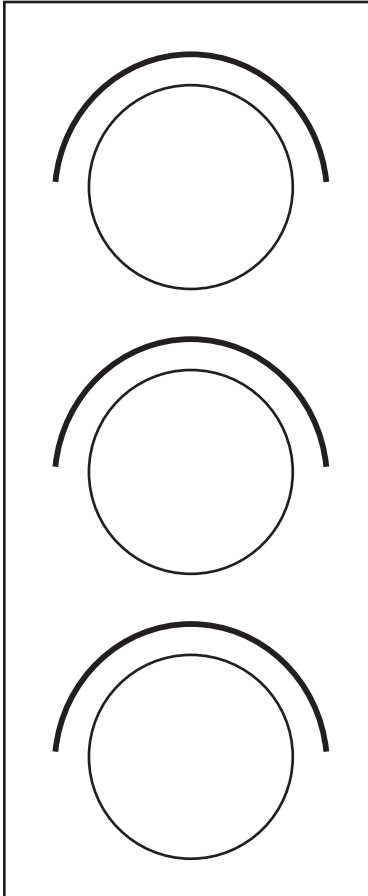
### learning plan 2

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

- Do the children 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 children to see.

### Activity sheet





## red says stop!

### learning plan 2

Ask the children 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.

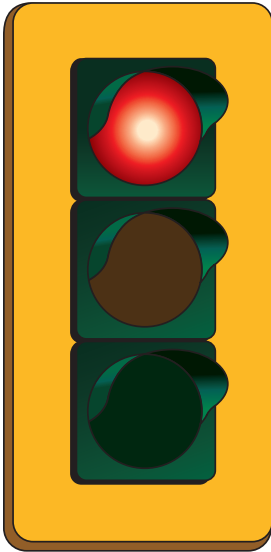
### Play Red Light Green Light

1. Start with everyone along the starting line
2. When you say "Green Light", everyone will move towards the finish line
3. When you say "Red Light", everyone must immediately stop
4. Start a new round when everyone gets across the finish line or when most players make it across the finish line

### Discussion

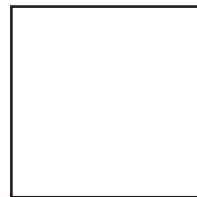
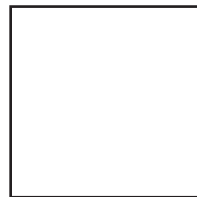
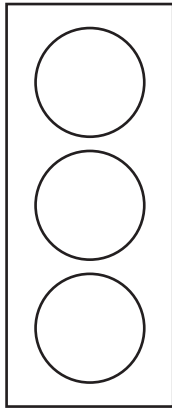
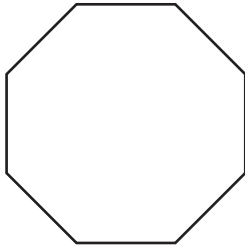
- Stop signs can be displayed in different ways and different shapes
- Show the children a variety of stop signs — what do they all have in common? (Answer: Red)
- Have the children use the template to make their own stop sign

### Activity sheet



### Activity sheet

T	P	O	S
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## Walking safely skills

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### Time requirement

This learning plan will take one session to complete.

### Inquiry question

What are walking safety skills?

### Learning objectives

Children will:

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

### Materials and resources

- [Sidewalk safety video on YouTube](#) (3:16 min.)
- [Sidewalk safety](#) activity sheet on page 33

### Watch and listen

Watch the Sidewalk Safety video 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.





### Question

Where should you walk on the sidewalk and why?

- Walk with 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.

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 for them 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

### Inquiry

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

- Ask the children 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 the children 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 the children safer? How might it make them less safe?

### Experience

- Move to a safe location and make a pretend sidewalk with tape or chalk. Make a line along the middle of the “sidewalk” and identify the inside and outside of this sidewalk.
  - Encourage the children to think of this chalk/tape line as the “force field” that prevents them from moving too close to the curb
  - Ask the children 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 children react, ask “Is anyone going to get that?”
  - Ask the children how they would deal with this scenario (for example, their ball has rolled into the street)
  - Ask the children what dangers they perceive in this scenario. How could they avoid these dangers?
- Review the images on activity page 2 and ask the children to describe what’s going on in each of the pictures.
- Ask the children to describe what the sidewalks and streets are like around their home. Are the streets quiet, with few cars, or is there a lot of vehicle traffic? Are the vehicles travelling quickly or slowly?
- Ask the children to complete ICBC activity album page 2 — one of the pictures shows unsafe behaviour. Instruct the children 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.

The activity sheet contains four illustrations of children walking on a sidewalk. The top-left illustration shows a man in a suit and hat walking with a child. The top-right illustration shows a child spinning a top on a sidewalk. The bottom-left illustration shows a child running across a street with a ball. The bottom-right illustration shows two children walking together on a sidewalk.

## Crossing the street safely

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### 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

### Materials and resources

- [Crossing the Street video on Youtube](#) (2:44 min.)
- [Walk 'n' Roll song on YouTube](#) (1:49 min.)

### Watch and listen

Watch the Crossing the Street video. 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 an adult. (Answer: They followed the adult'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



## crossing the street safely

### learning plan 4

- 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.
- 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 doesn't mean other drivers will stop too

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

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

### Reflect and connect

Show children the Crossing Safely photos and discuss each one. Highlight the safety message that children should always walk and cross the road holding the hands of an adult, and use the 'stop, look, listen and think' procedure.

### Crossing the Road Safely song

Sung to the tune "Row, Row, Row Your Boat":

Stop! Stop! Stop your feet,  
*(Action: walking motion, then full halt)*  
 Right behind the curb,  
*(Action: stop behind a line that represents the curb)*  
 Look and listen and look again  
*(Action: point to eyes, touch ears, place arm out in front)*  
 Before you leave the curb!

### Create — Make a milk carton traffic light

#### Materials needed:

- Empty milk carton (cut the tops off)
- Red, green and yellow construction paper (use a yogurt container to precut coloured circles for each child)
- Black construction paper
- Scissors
- Tape and/or glue
- Optional: gift wrap tube

#### Procedure:

- Cover the carton with black construction paper (tape it on)
- Glue the circles onto the container (from top to bottom: red, yellow, green)
- Put a gift wrap tube inside the traffic light

### Experience

Play a game of "Crossing the Road". Using black and yellow coloured tape, tape a mock road onto your classroom floor. Create two signs: a stop sign and a traffic light sign. Ask the children to line up on the road and pay attention to the road signs. Use your handmade signs to test the children. Ask them to walk around the mock road and stop when they see the stop sign or the red light, to slow down when they see the yellow light, and to go when they see the green light. Watch for the children's understanding of the game for assessment.



### 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 the children 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.

### Craft activity — Sensory soup

You will need:

- Plastic bin filled with water
- Red, yellow and green craft foam
- Kitchen utensils (whisk, ladle, large spoon, measuring spoons, etc.)
- Bowls

#### Directions:

Cut the craft foam into 1” circles to represent traffic lights.

Toss the circles and bowls into the plastic bin filled with water, add some kitchen utensils and let the kids play!



### Walk 'n' Roll (1:49 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>



## Hands are for holding

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### Time requirement

This learning plan will take one session to complete.

### Inquiry question

Why is it important to hold the hand of someone older when walking on the sidewalk and crossing the street?

### Learning objectives

Children will understand the vital importance of always holding a grown-up's hand.

### Materials and resources:

- Images of preschool children holding a parent's hand crossing the road, in a parking lot, etc.
- Preschool children holding hands
- Rhyme or song about 'hands are for holding'
- [Hand in Hand](#) — instructional video for caregivers (1:16 min.)

### Reinforce

First and foremost for preschoolers is an understanding of the vital importance of always holding a grown-up's hand. Road safety experts suggest it is best to have an adult to hold a child's hand until the age of eight when crossing the road.

- Always hold an adult's hand on the sidewalk, crossing the road or in a parking lot
- Hold onto the stroller, shopping bag or adult's clothing if their hand is not available



# hands are for holding

## learning plan 5

### Role play

Role-playing and talking to preschoolers about road safety is an essential step in helping them learn to be safe road users.

Go for walks in the neighbourhood and explain what you are doing as you walk. Tell them why you are stopping at driveways or on corners, ask them to look both ways, and ask them to suggest to you when they think it is safe to cross. Offer lots of practice to stop, look and listen.

### Hands are for Holding activities:

#### Option 1: Paper activity

Have a caregiver trace their hand and their child's hand on card paper and cut them out. Put the child's hand on top of theirs and attach them with ribbon. They could decorate them with paint or stickers.

#### Option 2: Salt dough handprints

##### Ingredients (for 6 to 8 handprints)

- 1 cup flour
- 1/4 cup salt
- 7 tbsp water
- Round cookie cutter (or a drinking glass)
- Craft paint

##### Instructions

- Preheat oven to 150°C (300°F)
- Mix together flour, salt, and water
- Knead for 15 minutes
- Roll out the dough to no more than 1/4-inch thick, then use the cookie cutter (or glass) to make rounds
- Press child's hand into the dough and also press caregiver's hand in the salt dough
- Use a pencil to poke holes in the handprint
- Place on a baking sheet and bake for 40–45 minutes, until golden
- When the handprints have cooled, put a ribbon between the two to hang together



## My neighbourhood

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### Time requirement

This learning plan will take approximately 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

Children will:

- Make a map of the neighbourhood
- 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

### Materials and resources

- Poster paper
- Magazines
- [Franklin's Neighbourhood](#) from the Franklin YouTube channel (6:38 min.)
- Cree Story: *The Granddaughter who was Eaten by a Big Fish* (6:15 min.)  
(Resource: [The Learning Circle: Classroom Activities on First Nations in Canada — Ages 8 to 11](#))

### Watch and listen

Watch [Franklin's Neighbourhood](#) from the Franklin YouTube channel

## Explore

With the children's help, make a giant wall map of roads, paths and pavements in the neighbourhood. Use large poster paper taped together. Use black paper strips for roads and green strips for sidewalks. You could include features that you have in your local area, like crossings or a park.

Have the children help you cut out pictures of vehicles, people, dogs and strollers out of old magazines. Stick the pictures in the right place — vehicles on the road, and people on the pavement and in the park — on your giant map.

Practise with the children key road safety words related to what's in the picture. Can you see a \_\_\_\_? How many \_\_\_\_? What colour is the \_\_\_\_? Then stick your giant map on the wall as part of a road safety display. Make sure your display is someplace that parents will see it.

## Go beyond

On the floor, make a road out of masking tape. Add intersections. Give the children toy cars to drive along the road and practise stopping at intersections.

## Inquiry

Explain to the children 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. 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 they 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

### The Granddaughter who was Eaten by a Big Fish

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

You may read the story to the children, 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.

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

“Eeeeeya, 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.

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?

## 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 questions:

- What was one of the animals trying to tell Beulah? (For example, the blue jay may say, “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. Tell the children that anyone who doesn’t want to speak can simply pass the talking object to the next person. Continue passing the talking object until each child has had a chance to speak.

## 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 some red, yellow and green candies to ice onto the cookies; talk about the colours of traffic lights and what they mean

## Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at [learningresourcefeedback@icbc.com](mailto:learningresourcefeedback@icbc.com).



unit 3  
**passenger safety**



## Determining prior knowledge

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### Time requirement

This learning plan will take approximately one session to complete.

### Inquiry question

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

### Learning objectives

Children will:

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

### Reflect and connect

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

# Buckle up

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## Time requirement

This learning plan will take approximately four sessions to complete.

## Inquiry question

Why is it a rule to buckle up?

## Materials and resources

- Adult clothes
- A child car seat
- A booster seat
- A vehicle parked alongside the staff parking lot
- [Booster seat](#) activity sheet on page 52
- [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 the children if they borrow their parents' clothes? Why or why not?
- Have a child get dressed in adult clothes
- Ask the children 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 where children can be monitored:

- Demonstrate proper use of a booster seat
- Position a child in the back seat of a car
- Fasten the seatbelt snugly on the child; the lap belt will be stretched across the belly and the shoulder strap will be overtop the neck or face
- Ask the child to describe how comfortable this feels
- Ask the child 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 children 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 they know what might help solve these problems
- Add a booster seat and reattach the seatbelt
- Ask the children if they each need to use a booster seat (Answer: Yes)
- Ask the children if they each need to use a booster seat if travelling in someone else’s car (Answer: Yes)

### 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 [booster seat](#) activity sheet on page 52.

## 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 experiment worksheet

### Investigate and experiment

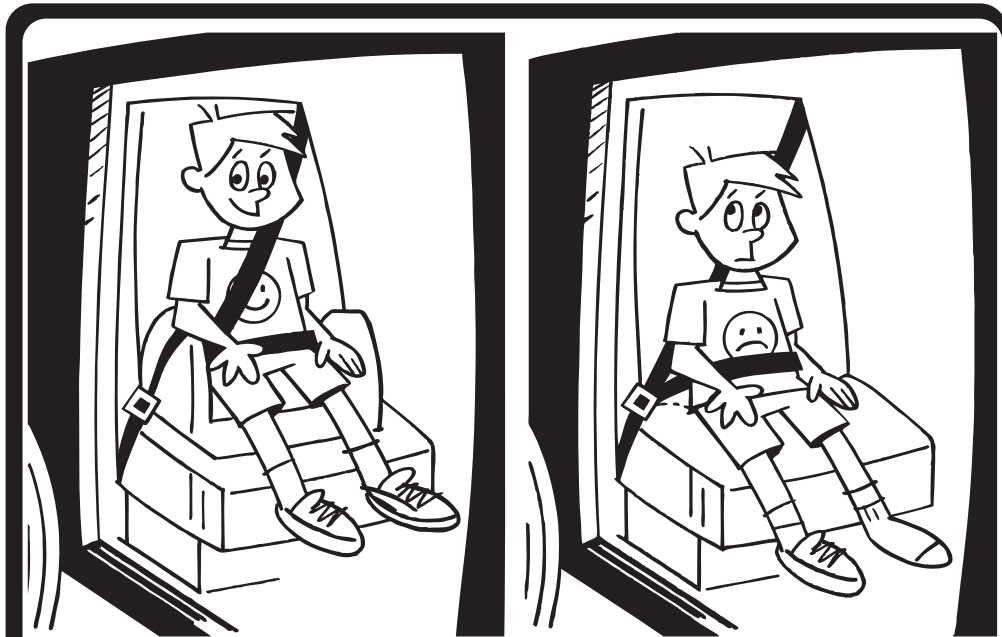
- Explain that Egg will be going for a ride in the car, and that we will be asking the question “What is the safest way for Egg to ride?” Egg will be riding in the car down a low hill with a seatbelt, down the same low hill without a seatbelt, down a steep hill with a seatbelt, and down the same steep 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

**I need my booster seat.**



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

## Boost me up

---

### Time requirement

This learning plan will take approximately 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 string measuring 145 centimetres
- Identify the need for a booster seat and the advantages
- Use language to communicate and create a collaborative story

### Materials and resources

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

### Investigate — Measuring 145 centimetres

Explain to the children that they need to be in a booster seat until they are 145 centimetres tall. How tall is that? Show the children 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

### Explore — Speaking to communicate

Show 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.



### 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

### Song — *Boost Me Up* (1:57 min)

**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

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### Time requirement

This learning plan will take approximately one session to complete.

### Inquiry question

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

### Materials and resources

- [Family pledge](#) activity sheet on page 58

### Design, develop, present

- Using the buckle-up icon shown below, have students make posters to display on bulletin boards walls or to take home and display
- Using the [family pledge](#) activity sheet on page 58, 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

#### 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 some red, yellow and green candies to ice onto the cookies; talk about the colours of traffic lights and what they mean

#### Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at [learningresourcefeedback@icbc.com](mailto:learningresourcefeedback@icbc.com).

unit 4  
**bus safety**



## Determining prior knowledge

---

### Time requirement

This learning plan will take approximately one session to complete.

### Inquiry question

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

### Learning objectives

Children will:

- Determine what they already know about bus safety
- Depict, share, discuss and write at least one rule they already know about bus safety
- Understand why seatbelts are not installed on buses

### Materials and resources

- Whiteboard or flip chart
- Picture of a children riding a bus

### Explore

- Ask the children if any of them have ridden on a bus or on public transit. What are some of the safety rules that they know and follow?
- Ask students to list some bus/transit safety rules that they know

### Reflect and connect

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

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)*



### 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 child, 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 approximately 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

### Materials/resources

- [School bus and rural safety video](#) (3:46 min.)
- YouTube videos
  - [Franklin and the Bus Patrol](#) — Franklin channel (22:57 min.)
  - [The Little School Bus by Margery Cuyler](#) — 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 safety video](#) (3:45 min.).

**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



## bus safety

### learning plan 2

- 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
- What are the safety practices around a school bus stop?
- Why are seatbelts and booster seats not needed on a bus? (Answer: Modern school buses are large and heavy, and their passengers sit high off the ground. This means they are very safe.)
- 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?

### Role Play

#### Materials and resources

- Set up nine or 13 chairs to model a bus (include a driver's seat) or arrange for a bus driver to allow boarding practice

### 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 bus and a bus stop. This seat is the driver's seat, the chairs are the passengers' seats. Before you board a bus, it is important to know the danger zones. These are places around the 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 bus in front, behind and on the sides of the bus. Watch as I move 5 big steps away from the bus.
- Remember that it is dangerous to get too close to the bus — where do you think I should stand to wait for the 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 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 bus is moving. Do not bother the bus driver while the 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 of the bus before you cross the road so that the driver will be able to see you.

### Role play

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

- Boarding a bus:
  - Arrive early at the bus stop so you are not in a rush
  - Stand 2 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. (Note: 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
- Ask the children about the difference between being a passenger in a car and on a bus. What is similar? What is different?

### Extensions

#### Explore

- Look for opportunities to take the children on a field trip on a transit bus or a school bus to practise safe behaviours

#### Edible bus

##### Materials

- Graham crackers
- Cream cheese coloured with food colouring
- Mini Oreos or similar ring cookies/biscuits
- Shreddies



## bus safety

### learning plan 2

#### Create

Have the children

- Spread cream cheese over the graham cracker
- Add Shreddies for the windows
- Use mini Oreos or ring cookies for the wheels

#### Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at [learningresourcefeedback@icbc.com](mailto:learningresourcefeedback@icbc.com).

unit 5  
**bicycle safety**



## Determining prior knowledge

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### Time requirement

This learning plan will approximately one session to complete.

### Inquiry question

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

### Learning objectives

Children will:

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

### Materials and resources

- Picture of children on bicycles wearing helmets

### Suggested procedure

#### Group discussion

- Ask the children about bicycles. Who has a ridden bicycle?
- Ask the children what they know about bike safety
- Ask the children to list some bicycle safety rules; record these ideas in a chart or on a whiteboard

### Activity

- Ask the children to draw one bicycle safety rule — write the story for them
- Have the children share/tell their stories



## Getting ready to ride

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### Time requirement

This learning plan will take approximately one session to complete.

### Inquiry question

What do I need to know about bicycle safety?

### Materials and resources

- [Getting ready to ride video](#) (1:44 min.)
- Franklin YouTube channel
  - [Franklin Rides A Bike](#) (12:50 min.)
  - [Franklin's Bicycle Helmet](#) (10:04 min.)
  - [Franklin's Bike-A-Thon](#) (12:50 min.)

### Explore

- Who has a helmet? What colour is it?
- Who has a bicycle? How many wheels does it have?
- Ask the children similar questions about scooters, inline skates and skateboards

### Watch and listen, reflect and connect

Watch the Franklin videos or read the books. Discuss the stories.

[Watch the Getting ready to ride video](#) (1:44 min.).

**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, and 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 children 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 and 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
- 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 children why they should always be with an adult when they ride

### 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



## getting ready to ride

### learning plan 2

- 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
- 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.

**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?

## Bike mechanic

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### Time requirement

This learning plan will take approximately one session to complete.

### Materials and resources

- A bicycle
- Assorted bicycle repair tools (tire pump, Allen wrenches, band-aids)
- A picture of a bicycle to colour

### Explore

- 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 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.



## Bike safety boogie

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### Time requirement

This learning plan will take approximately one session to complete.

### Materials and resources

- [Bike Safety Boogie song on Youtube](#) (2:00 min.)

### Reflect and connect

- Listen to the *Bike Safety Boogie* song
- Discuss the rules in the song
- Perform the actions to the *Bike Safety Boogie* song

### Feedback and suggestions?

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# bike safety boogie

## learning plan 4

Bike Safety Boogie (1:59)	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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