

SAFE ROUTES IN THE CLASSROOM

ACTIVITIES FOR KINDERGARTEN



Putting kids on a healthier path

Check it out at www.SafeRoutesNE.com.

TEACHING WITH THIS DOCUMENT

Each activity presented in this document is tied to one or more of Nebraska's academic standards. How you want to work these activities into your lesson plan is up to you. To achieve maximum effectiveness, you may want to consider:

- Timing these activities to coincide with a Walk to School Day or similar event at your school.
- Spreading activities out over a full week.
- Adding a reward or incentive program for students who walk or bike to school.
- Sending information home to parents about the importance of walking or biking to school.
- Keeping things fun as well as informative.

WHAT IS SAFE ROUTES NEBRASKA?

At Safe Routes Nebraska, we're committed to helping build safe routes to school, so kids can walk and bike more . . . getting the exercise they need for happy, healthy lives. Here's how we do it:

- Funding projects to make communities more walker/biker-friendly
- Educating teachers, students, parents, and communities on safe walking and biking
- Encouraging kids to walk or bike to and from school—after all, it's fun!

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.

NEBRASKA STATE STANDARDS:

Social Studies/History 1.1.3 – Students will compare the relative location of people, places, and things.

Science 1.7.1 – Students should develop an understanding of personal health.

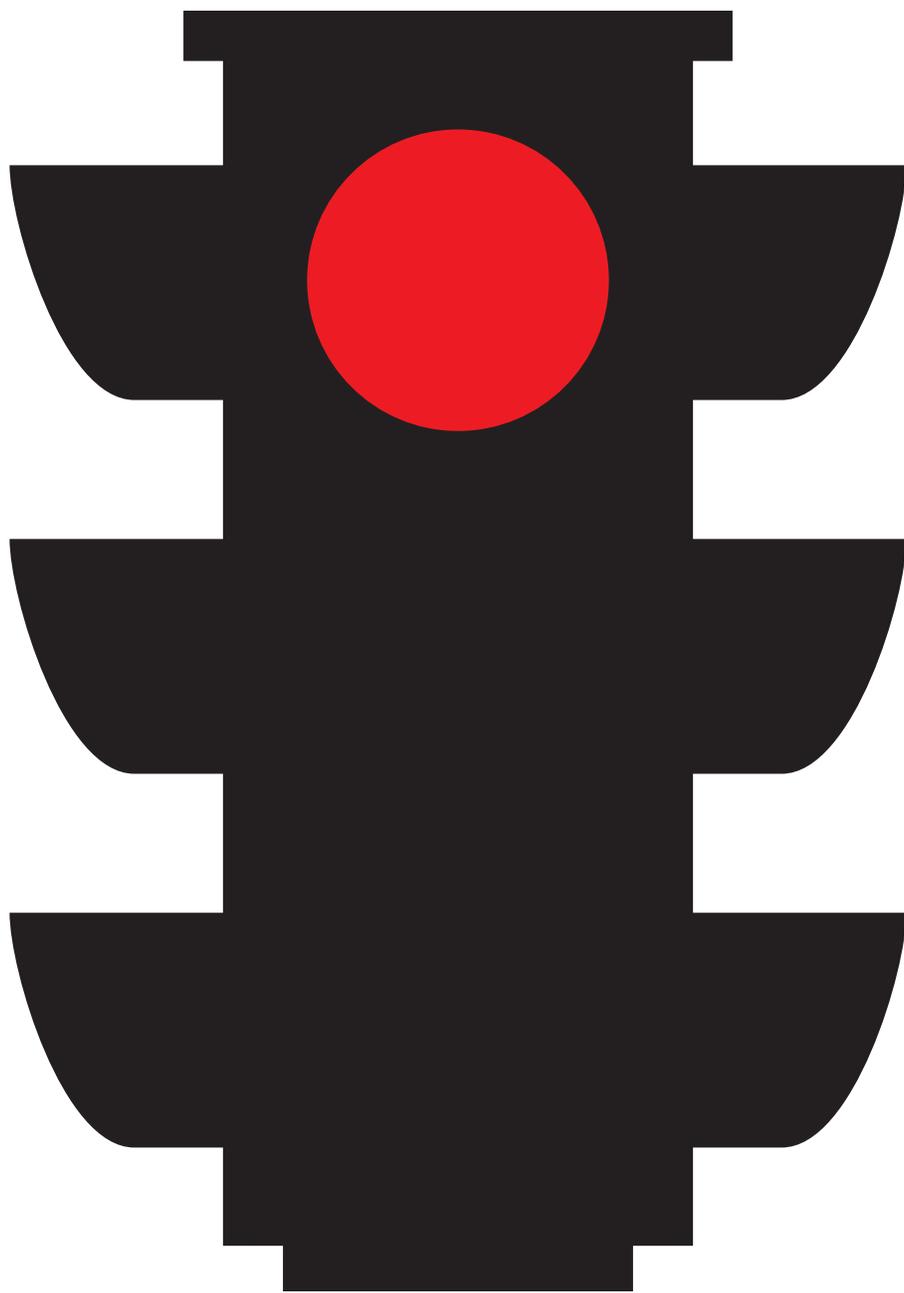
TIME/DURATION: 30 minutes

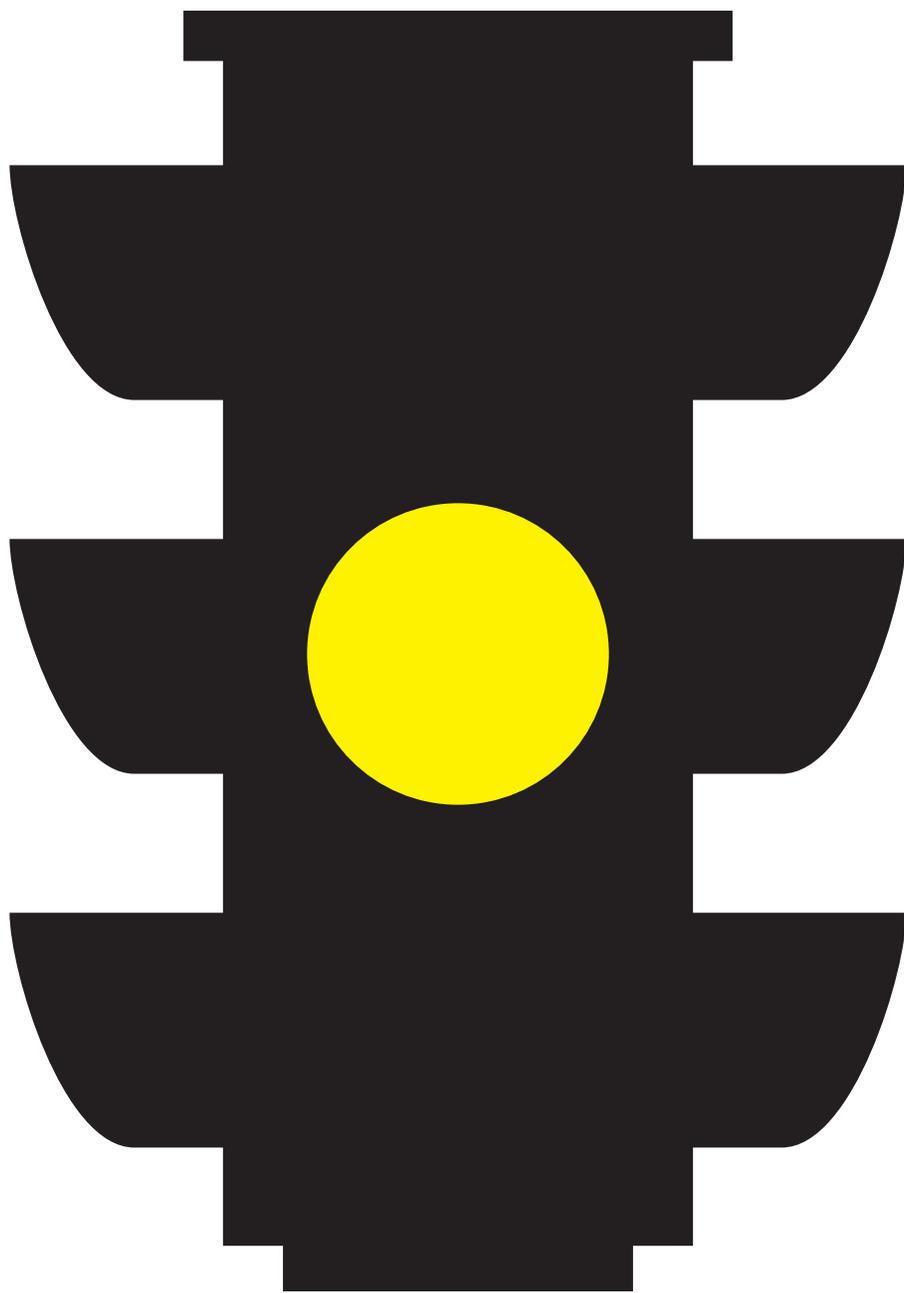
MATERIALS:

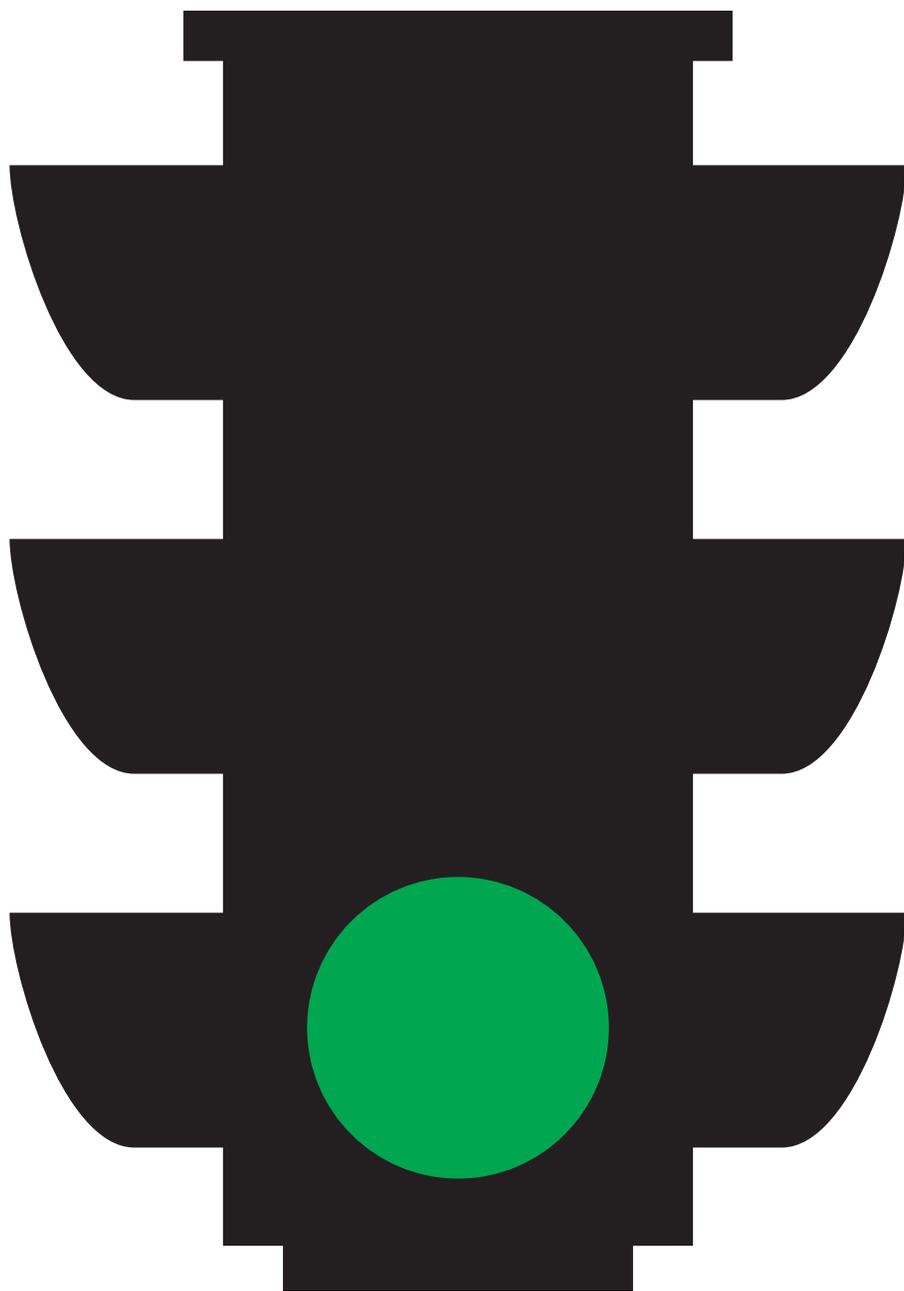
- Green light card
- Yellow light card
- Red light card
- Walk card
- Don't walk card

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.

NEBRASKA STATE STANDARDS:

Social Studies/History 1.1.3 – Students will compare the relative location of people, places, and things.

Social Studies/History 1.1.8 – Students will recognize good citizenship and its importance.

Science 1.7.1 – Students will develop an understanding of personal health.

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?")

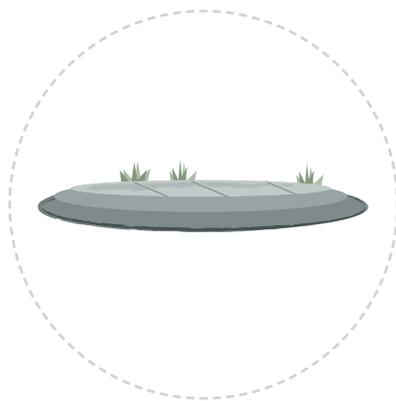
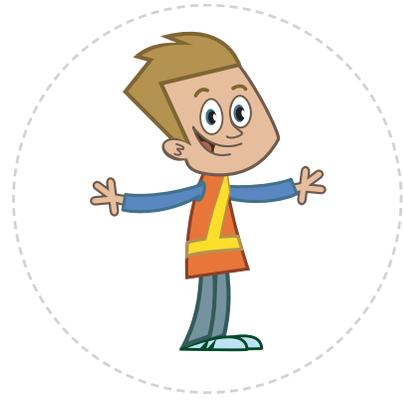
Where is stop sign?
Where is stop sign?
Here I am!
Here I am!
Cars stop when they come to me.
They don't want to go through me.
Stop at me.
Stop at me.

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.

NEBRASKA STATE STANDARDS:

Social Studies/History 1.1.3 – Students will compare the relative location of people, places, and things.

Social Studies/History 1.1.8 – Students will recognize good citizenship and its importance.

Science 1.7.1 – Students will develop an understanding of personal health.

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.

ACTIVITY 4

HUMAN FOOD PYRAMID

OBJECTIVES:

- Students will recognize the basics of a balanced diet.
- Students will classify foods into different categories.
- Students will identify which foods they should be eating often and which foods they should be eating sparingly.

NEBRASKA STATE STANDARDS:

Science 1.1.1 – Students will develop an understanding of systems, order, and organization.

Science 1.7.1 – Students will develop an understanding of personal health.

Math 1.3.4 – Students will identify the different units of measurement used in their environments.

TIME/DURATION: 30 minutes

MATERIALS:

- Name label for each student identifying him/her as a certain food
- Enough printouts of the food pyramid for each child. A poster of the food pyramid is available at (<http://www.mypyramid.gov/downloads/MiniPoster.pdf>).

INSTRUCTIONS:

1. In advance, assign each student to a category of the food pyramid. Your goal is to assign many students to the grains, fruits, vegetables, and milk categories; a few to the meat and beans category; and only one to the oils category.
2. Provide each student with a name label that identifies that student as a particular food.
3. Assemble the students into rows according to their food pyramid category.
4. Ask the students in each row what food they are. Once a row tells you, you can explain that category.
5. Once you've explained all the categories of the food pyramid, ask the children why there are so many more people in some categories than in others.

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6. Explain that it's healthy to eat more out of certain categories and less out of others.
 - a. 6 ounces of grains
 - b. $2\frac{1}{2}$ cups of vegetables
 - c. $1\frac{1}{2}$ cups of fruits
 - d. 2 cups of milk
 - e. 5 ounces of meat and beans
 - f. You don't need a lot of oils. Get oils from nuts, fish, and liquid oils. Solid oils like butter are not healthy.
7. Explain to the children that eating healthy is half of the equation to staying healthy. The other half is getting enough exercise. Walking and biking to and from school everyday provide lots of good exercise to help kids stay fit.
8. Provide your students with a printout of the food pyramid to take home and put on their refrigerator.

ACTIVITY 5

SAFETY FLASH CARDS

OBJECTIVES:

- Students will identify and recognize basic road safety devices.
- Students will define the purpose and function of basic road safety devices.

NEBRASKA STATE STANDARDS:

Social Studies/History 1.1.3 – Students will compare the relative location of people, places, and things.

Science 1.7.1 – Students should develop an understanding of personal health.

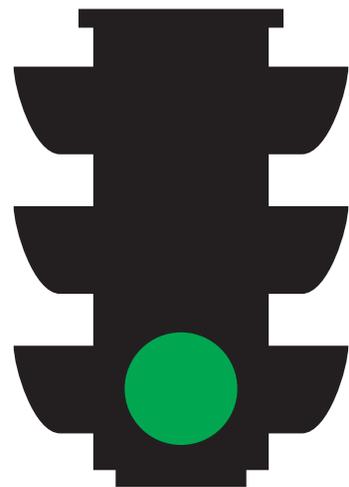
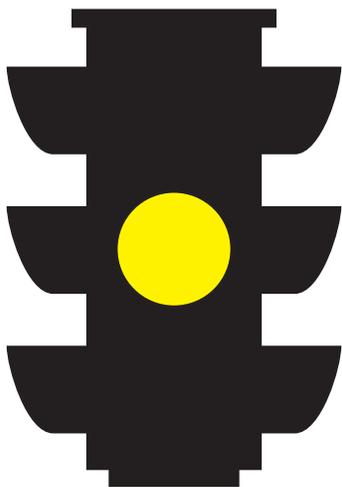
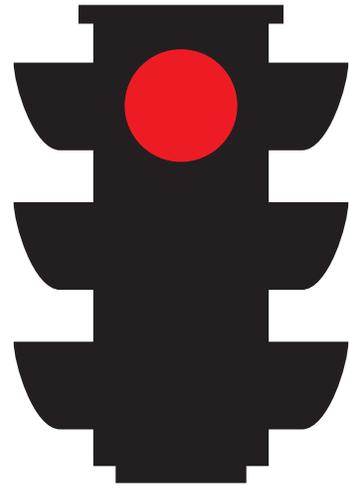
TIME/DURATION: 20 minutes

MATERIALS:

- 16 flash cards, each showing a different safety icon

INSTRUCTION:

1. In advance, use the following pages to construct your flash cards, placing the picture on the front of the card and the corresponding description on the back.
2. Show the students the pictures on each flash card. Let them name what's in the picture.
3. Go through the cards two or three times in different orders. On the final round, ask your students to tell you what the item on the card does to help keep pedestrians safe.



RED LIGHT

STOP SIGN

GREEN LIGHT

YELLOW LIGHT

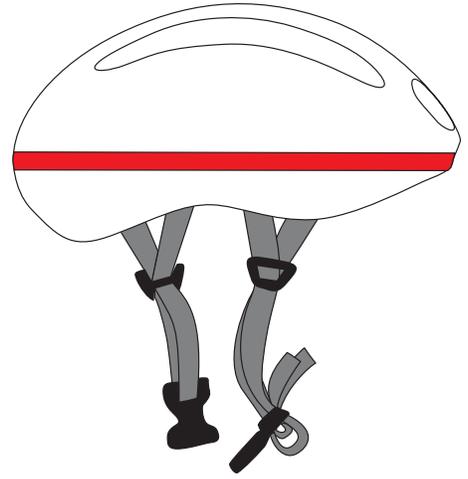


DON'T WALK SIGN

WALK SIGN

CROSSWALK

CROSSING GUARD

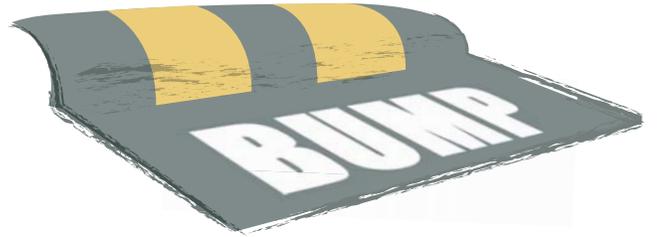


HELMET

SIDEWALK

SCHOOL ZONE SIGN

DO NOT ENTER SIGN



SPEED BUMP

ONE WAY SIGN

YIELD SIGN

TRAFFIC OFFICER

WHAT'S SAFE?

Instructions:

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

1.



2.



3.



NAME: _____

STUDENT WORKSHEET

4.



5.



SAFETY SHAPES

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.

