

# SAFE ROUTES IN THE CLASSROOM

## ACTIVITIES FOR GRADES 1-2



*Putting kids on a healthier path*

Check it out at [www.SafeRoutesNE.com](http://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

# SAFETY ROLE PLAYING

### OBJECTIVES:

- Students will identify and recognize the important safety devices.
- Students will define and demonstrate the roles of common safety devices.

### NEBRASKA STATE STANDARDS:

**Science 1.1.1 (4.1.1)** – Students will develop an understanding of systems, order, and organization.

**Science 4.1.4** – Students will develop an understanding of form and function.

**Science 1.7.1 (4.7.1)** – Students will develop an understanding of personal health.

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

**TIME/DURATION:** 20 minutes

### MATERIALS:

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

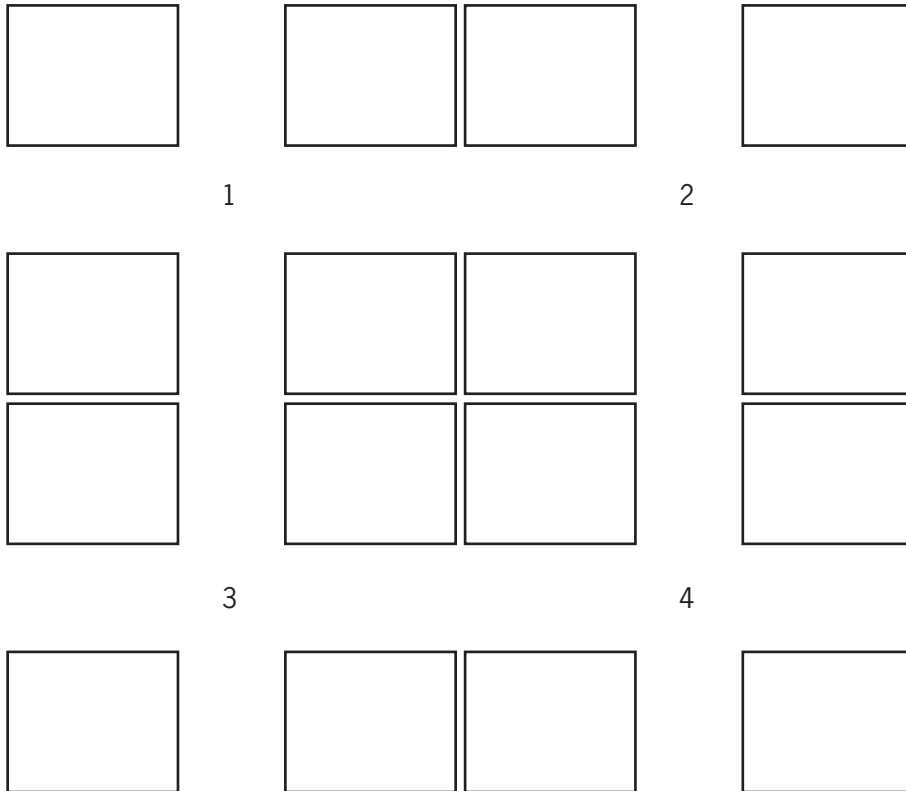
### INSTRUCTIONS:

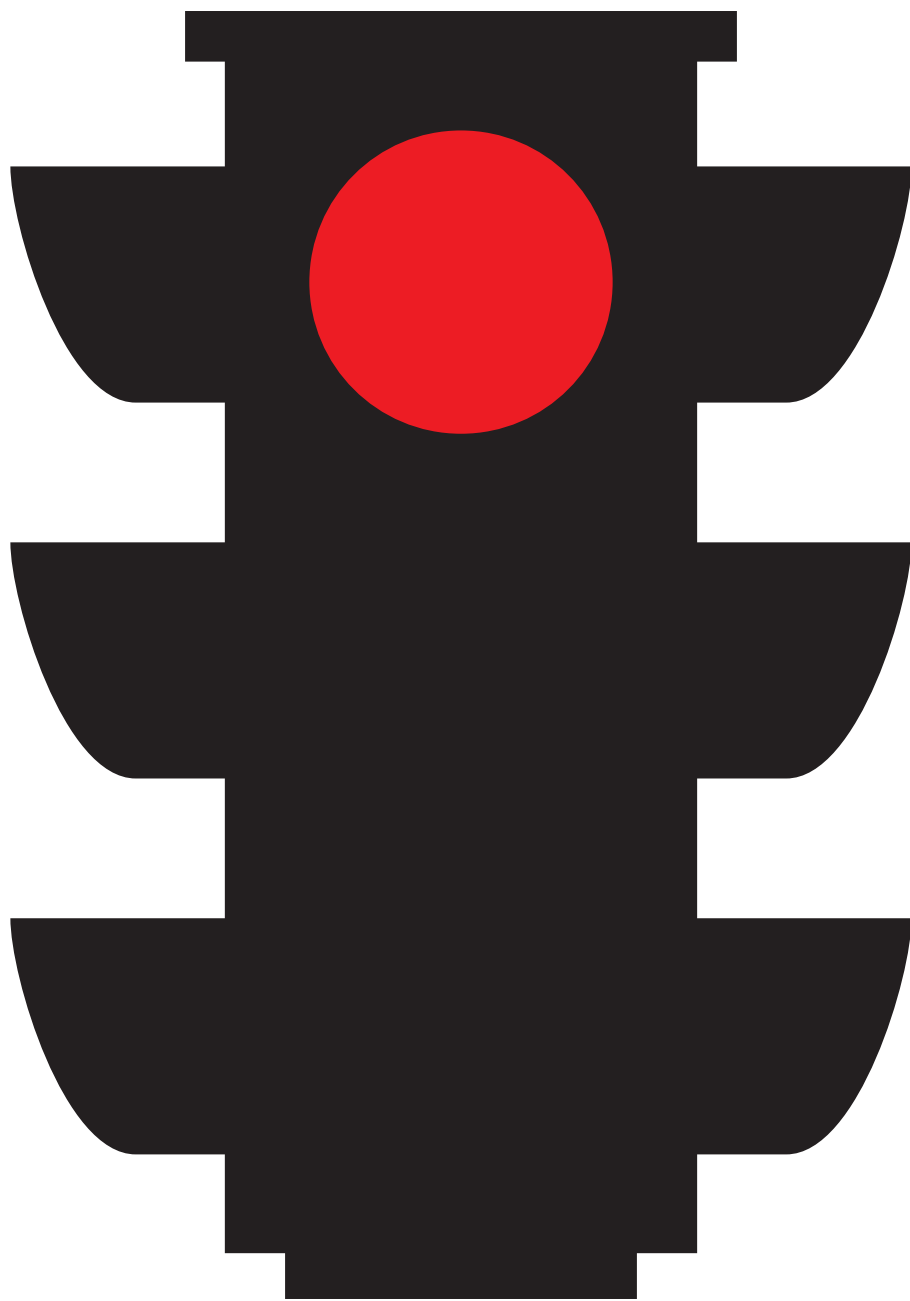
1. Print two each of the red light card, green light card, yellow light card, walk card, don't walk card, and stop sign card.
2. Arrange the desks or use tape on the floor to create four intersections.
3. Assign two students to two intersections—one student will act as a light for cars, one will act as a light for pedestrians.
4. Assign a student to each of the other two intersections to act as the stop signs.

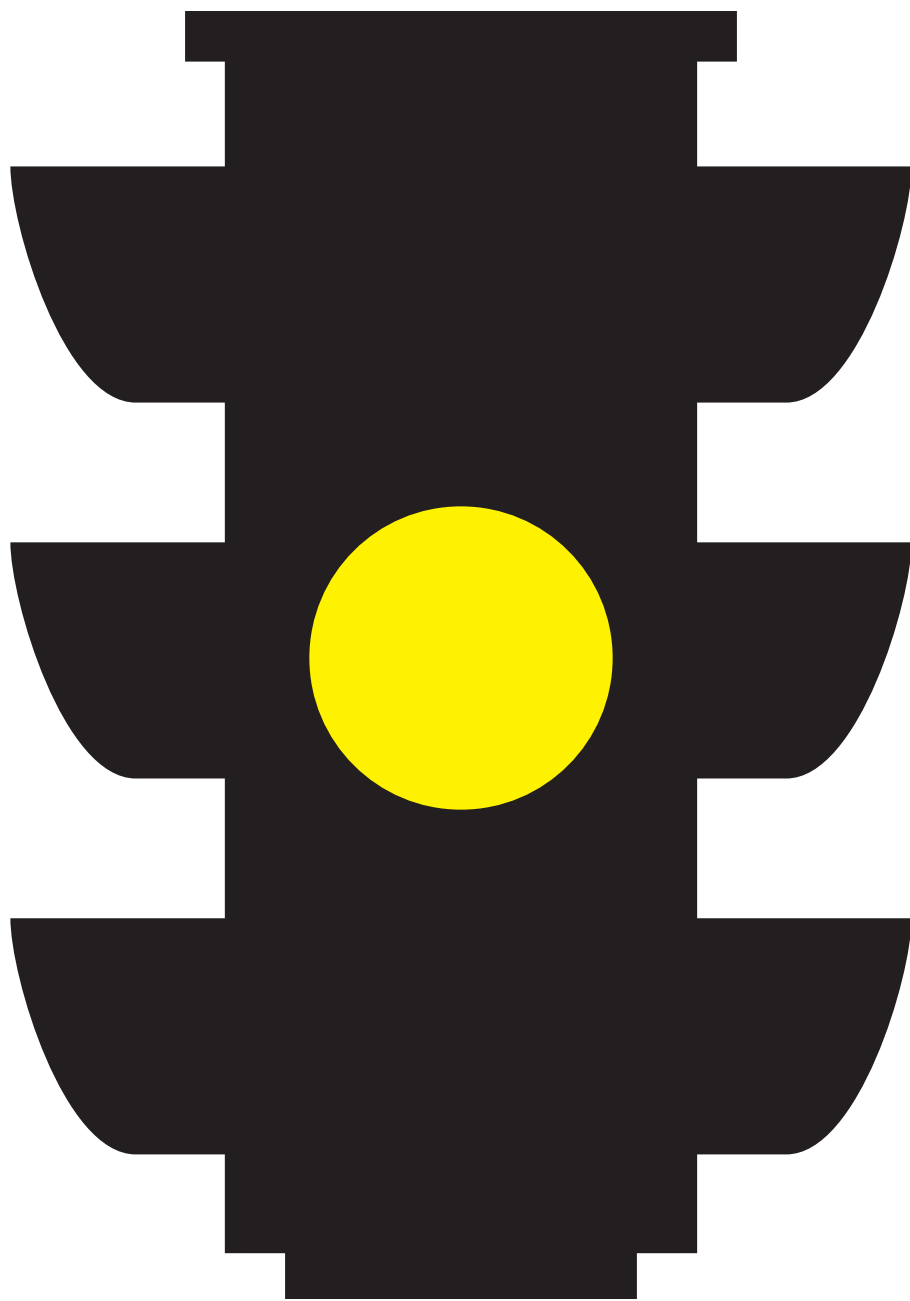
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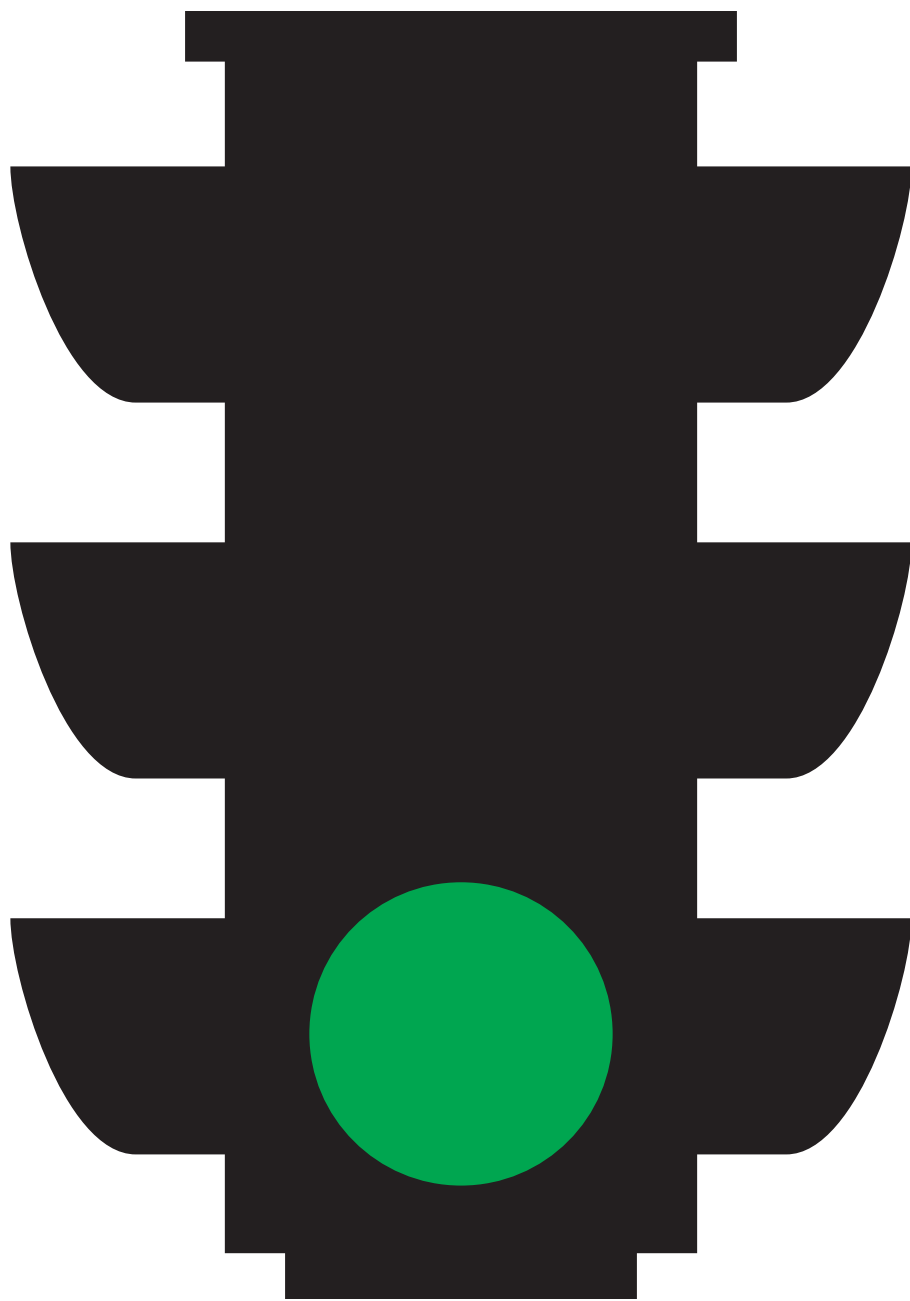
5. Of the remaining students, assign half of them to act as pedestrians and half to act as cars.
6. The cars will move down the street, being stopped by the traffic lights, who will use the proper order of green, yellow, and red light cards. When those cars are stopped, the walk light should allow pedestrians to cross. When the cars are moving, the don't walk sign should stop the pedestrians. Both cars and pedestrians must stop at the stop signs.
7. Make sure students are practicing looking left, right, then left again.
8. After about 10 minutes of play, sit down and discuss the roles of the devices, how the people and cars react to them, and why looking both ways is so important.

**DESK ARRANGEMENT POSSIBILITY:**

















## ACTIVITY 2

# PUZZLE POEM

### OBJECTIVES:

- Students will assemble original poetry out of phrases they are given to express their understanding of walking/biking safety.
- Students will present their poetry to the group.

### NEBRASKA STATE STANDARDS:

**Reading/Writing 1.1.1** – Students will read and write using a variety of word recognition strategies.

**Reading/Writing 4.2.4** – Students will demonstrate the use of multiple forms to write for different audiences and purposes.

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

**Science 1.7.1 (4.7.1)** – Students will develop an understanding of personal health.

**TIME/DURATION:** 30 minutes

### MATERIALS:

- 10 phrase strips for each student

### INSTRUCTIONS:

1. Prior to class, write or type out phrases about walking and biking safety onto strips of paper. Be sure to make enough strips so that each student will receive 10.
2. Hand out 10 phrases to each student.
3. Instruct each child to use at least five of the 10 phrases to create a poem about biking and walking safety. Students may add their own words and phrases to assemble a better poem, but they must use at least five of the phrases they are given.
4. After about 15 minutes of writing and assembling, ask students to share their poems with the class. Discuss as a class the feelings in these poems about walking, biking, and safety.

## ACTIVITY 3

# STEP-BY-STEP HEALTH

### OBJECTIVES:

- Students will count the number of steps it takes to go to a common destination and compare that number to the ideal daily step count.
- Students will recognize the importance of maximizing their daily steps to maintaining health.

### NEBRASKA STATE STANDARDS:

**Mathematics 1.1.3** – Students will identify numbers and applications in everyday situations.

**Mathematics 4.2.1** – Students will estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve word problems.

**Science 1.7.1 (4.7.1)** – Students will develop an understanding of personal health.

**TIME/DURATION:** 1 hour

### MATERIALS:

- Colored construction paper
- Scissors for each student
- Marker for each student

### INSTRUCTIONS:

1. Hand a different color of construction paper out to each student.
2. Instruct the students to trace their foot onto the construction paper several times, then cut out the footprints.
3. Students should tape their footprints to the floor, forming a path from their desks to a common destination (the cloakroom, the blackboard, the wash sink, etc.)
4. On the way, students should count how many footsteps it takes them to reach their destinations.
5. Seat the students and explain to them that in order to stay healthy, they should be taking at least 10,000 steps a day.
6. Ask them how many more steps they need to take.
7. Older students can tell you how many times they'd need to walk that path to reach 10,000 steps.

## ACTIVITY 4

# BIKE HELMET DEMONSTRATIONS

### OBJECTIVES:

- Students will recognize the correct and incorrect way to wear a bike helmet.
- Students will demonstrate the proper way to wear a bike helmet.
- Students will define the consequences of not wearing a bike helmet.

### NEBRASKA STATE STANDARDS:

**Science 1.7.1 (4.7.1)** – Students will develop an understanding of personal health.

**TIME/DURATION:** 20 minutes

### MATERIALS:

- One bike helmet

### INSTRUCTIONS:

1. Explain to your students the importance of wearing a bike helmet properly and how injuries may occur otherwise.
2. Bring one of the students to the front of the classroom and demonstrate proper bike helmet placement on him or her. Show the students that the helmet should be parallel to the ground with the straps forming a “V” around each ear.
3. Then, show the three common ways to wear the helmet improperly—too far back, too far forward, or without a “V” around the ears.
4. Let each student come to the front of class and practice the right way to put on a helmet.
5. On some students, put the helmet on wrong for them and ask the class what the mistake is.

## ACTIVITY 5

# PICTURE STORY

### OBJECTIVES:

- Students will recall past experiences and write full sentences that integrate those experiences into a story.
- Students will illustrate the short story, focusing on their knowledge of walking/biking.

### NEBRASKA STATE STANDARDS:

**Reading/Writing 1.1.6** – Students will print neatly and correctly.

**Reading/Writing 1.1.7** – Students will write about familiar experiences, people, objects, or events.

**Reading/Writing 4.2.1** – Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

**Reading/Writing 4.2.4** – Students will demonstrate the use of multiple forms to write for different audiences and purposes.

**TIME/DURATION:** 30 minutes

### MATERIALS:

- Copy of the provided Your Picture Story sheet for each student

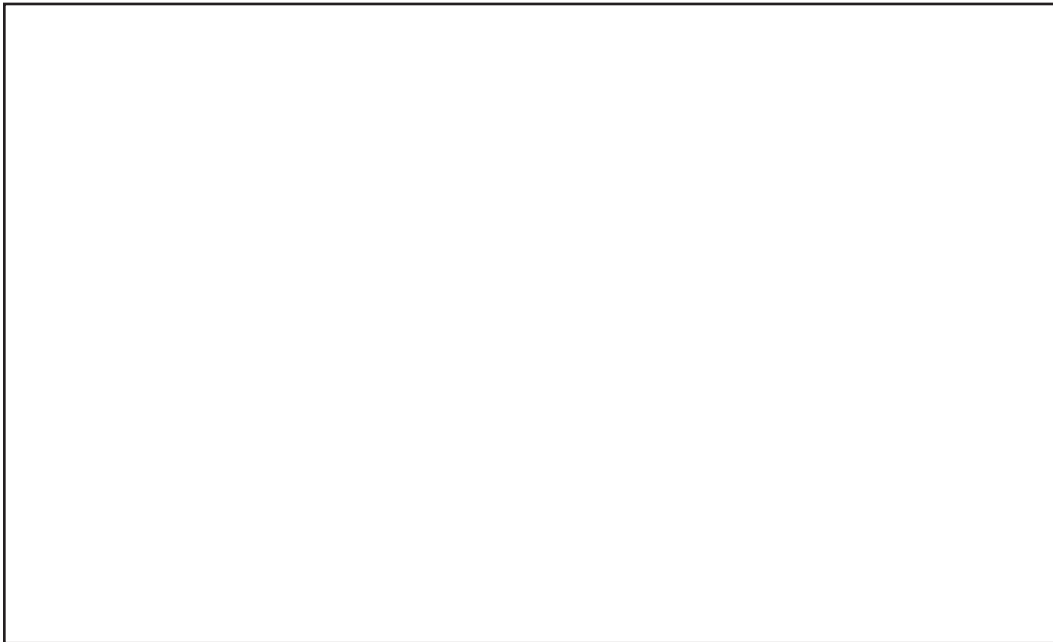
### INSTRUCTIONS:

1. Print out a Your Picture Story sheet (next page) for each student.
2. Instruct the students to write 2–3 brief sentences about a time they were walking or biking.
3. Ask them to incorporate things they saw, heard, and touched as well as people they met and feelings they had about the experience.
4. Once they've completed their stories, ask the students to draw a picture of the experience to illustrate the story.
5. If time permits, allow the students to share their stories with the class.

NAME: \_\_\_\_\_

**STUDENT WORKSHEET**

**YOUR PICTURE STORY**



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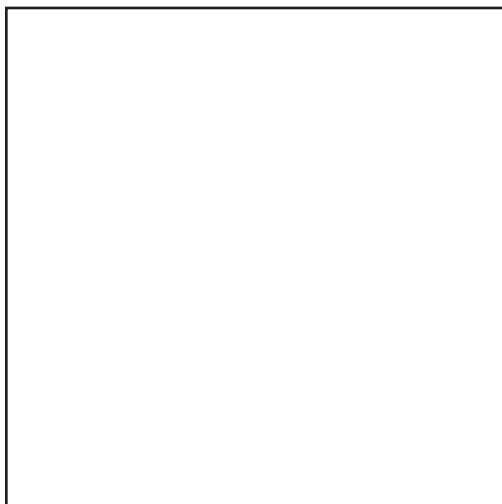
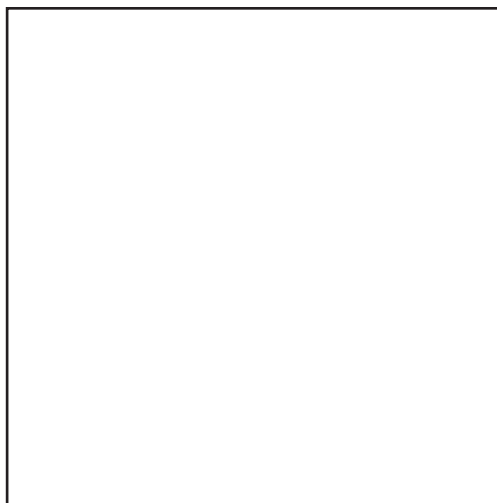
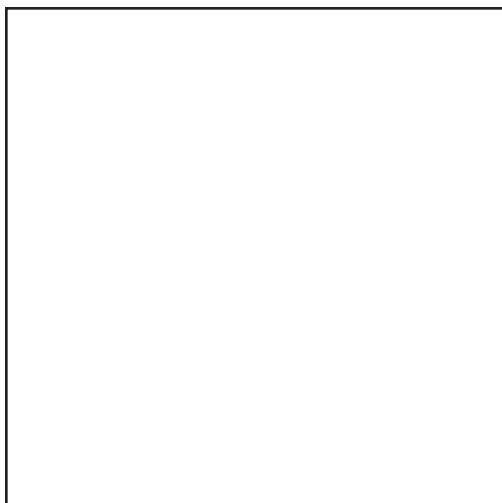
# DRAW THE STORY!

**Instructions:**

1. Read the story.
2. Use the squares to draw pictures that tell what's happening in the story.

## A FUN WALK

On her way to school, Ann met James. Ann and James pointed to a bluebird in a tree. Ann asked the bluebird to sing. The song was pretty. Ann and James got to school on time and were glad to start the day.





NAME: \_\_\_\_\_

## STUDENT WORKSHEET

# COMPLETE THE STORY

### Instructions:

Use the word bank to fill in the blanks in the story.

Riding a \_\_\_\_\_ is Omar's favorite thing. He \_\_\_\_\_  
being in the sun and looking at the animals outside. Omar always wears his bike  
\_\_\_\_\_ because it keeps him \_\_\_\_\_. Bike riding helps  
Omar stay slim and \_\_\_\_\_.

### Word Bank:

likes    bike    safe    healthy    helmet



## TEACHER'S KEY:

# COMPLETE THE STORY

### Instructions:

Use the word bank to fill in the blanks in the story.

Riding a bike is Omar's favorite thing. He likes being in the sun and looking at the animals outside. Omar always wears his bike helmet because it keeps him safe. Bike riding helps Omar stay slim and healthy.

### Word Bank:

likes    bike    safe    healthy    helmet