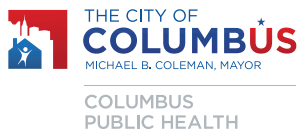


SAFE ROUTES IN THE CLASSROOM

ACTIVITIES FOR GRADES 1 & 2



MAY 2012



ABOUT SAFE ROUTES TO SCHOOL

INTRODUCTION:

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

BACKGROUND:

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

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

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ABOUT SAFE ROUTES TO SCHOOL, continued

LESSONS:

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

NATIONAL HEALTH EDUCATION STANDARDS:

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

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

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

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

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

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

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

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

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

ACTIVITY 1

SAFETY ROLE PLAYING

OBJECTIVES:

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

NATIONAL HEALTH EDUCATION STANDARDS:

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

TIME/DURATION: 20 minutes

MATERIALS:

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

INSTRUCTIONS:

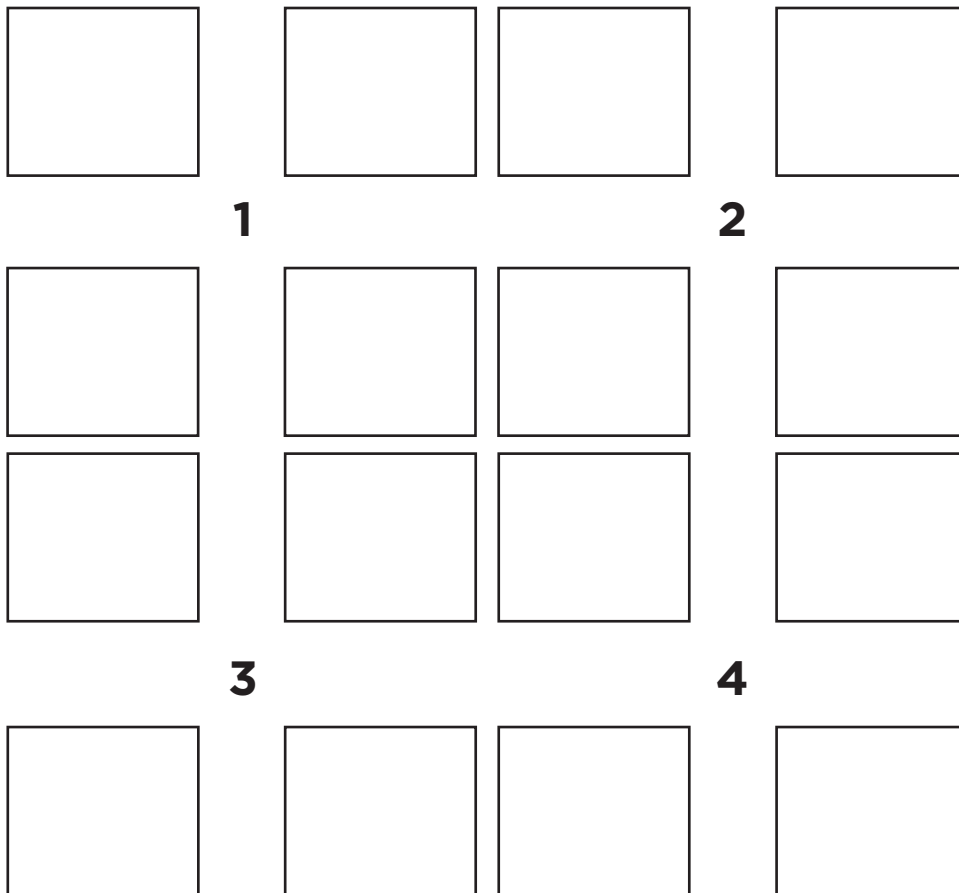
1. Print two each of the red light card, green light card, yellow light card, walk card, don't walk card, and stop sign card.
2. Arrange the desks or use tape on the floor to create four intersections.
3. Assign two students to two intersections—one student will act as a light for cars, one will act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

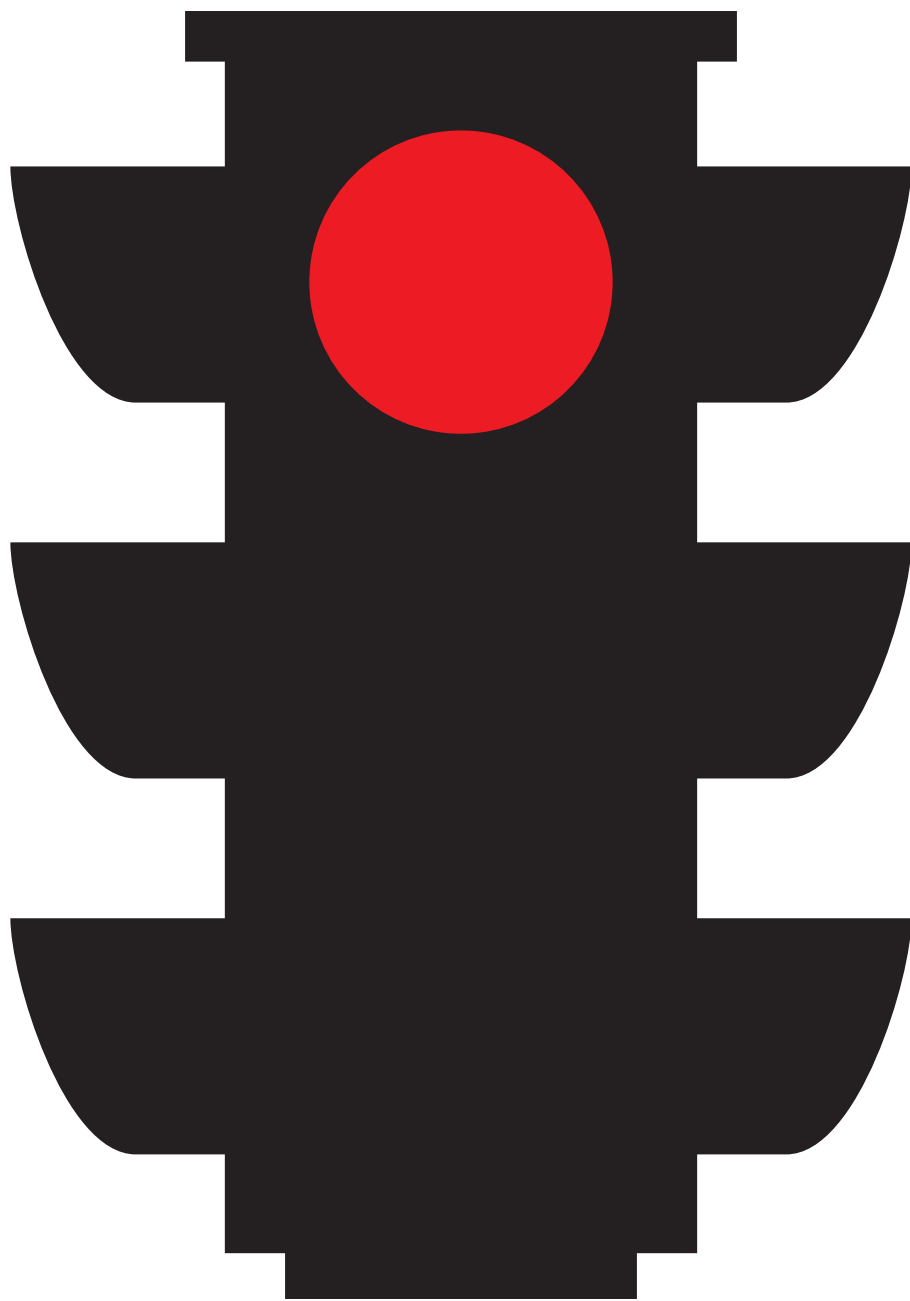
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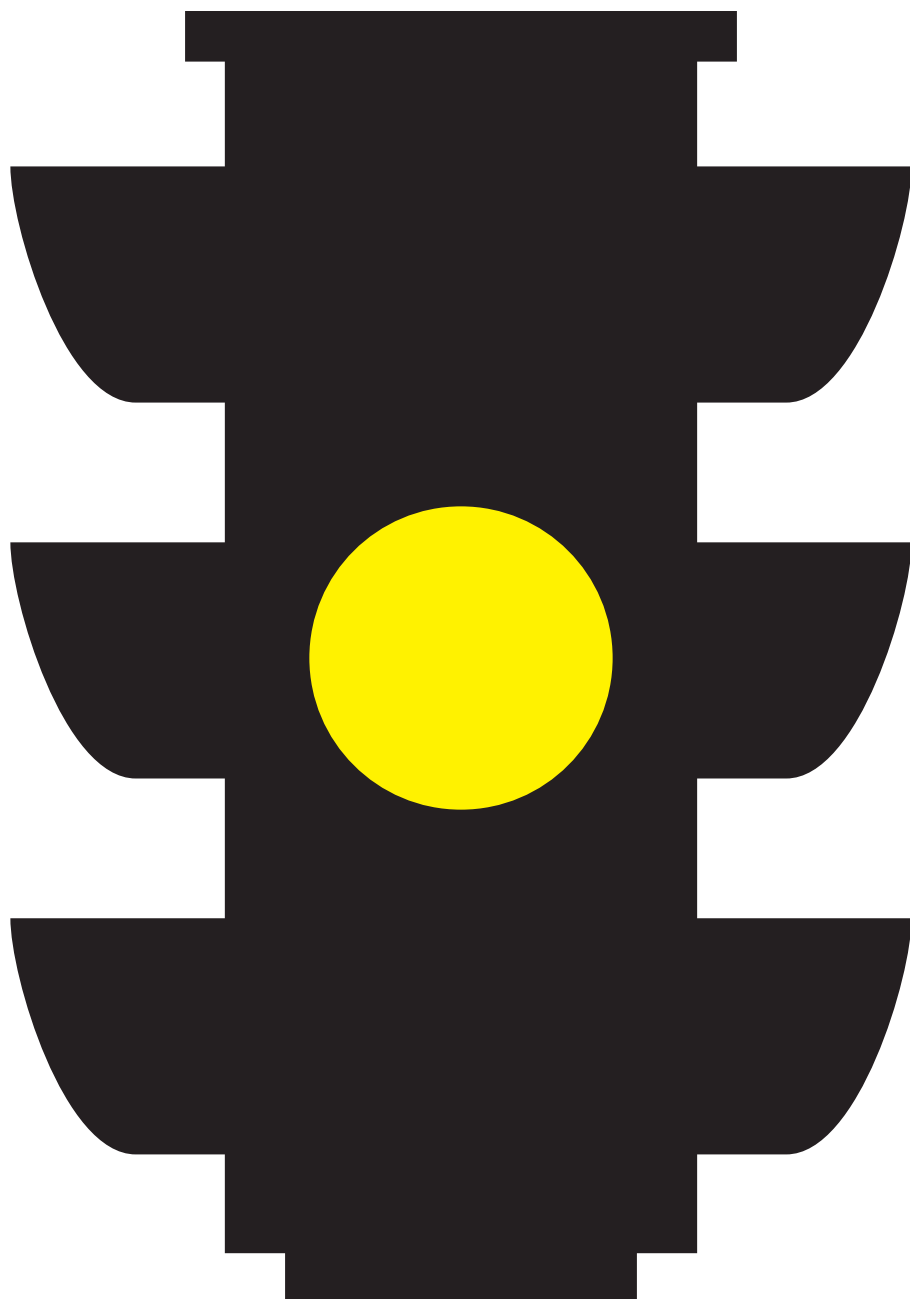
ACTIVITY 1: SAFETY ROLE PLAYING, continued

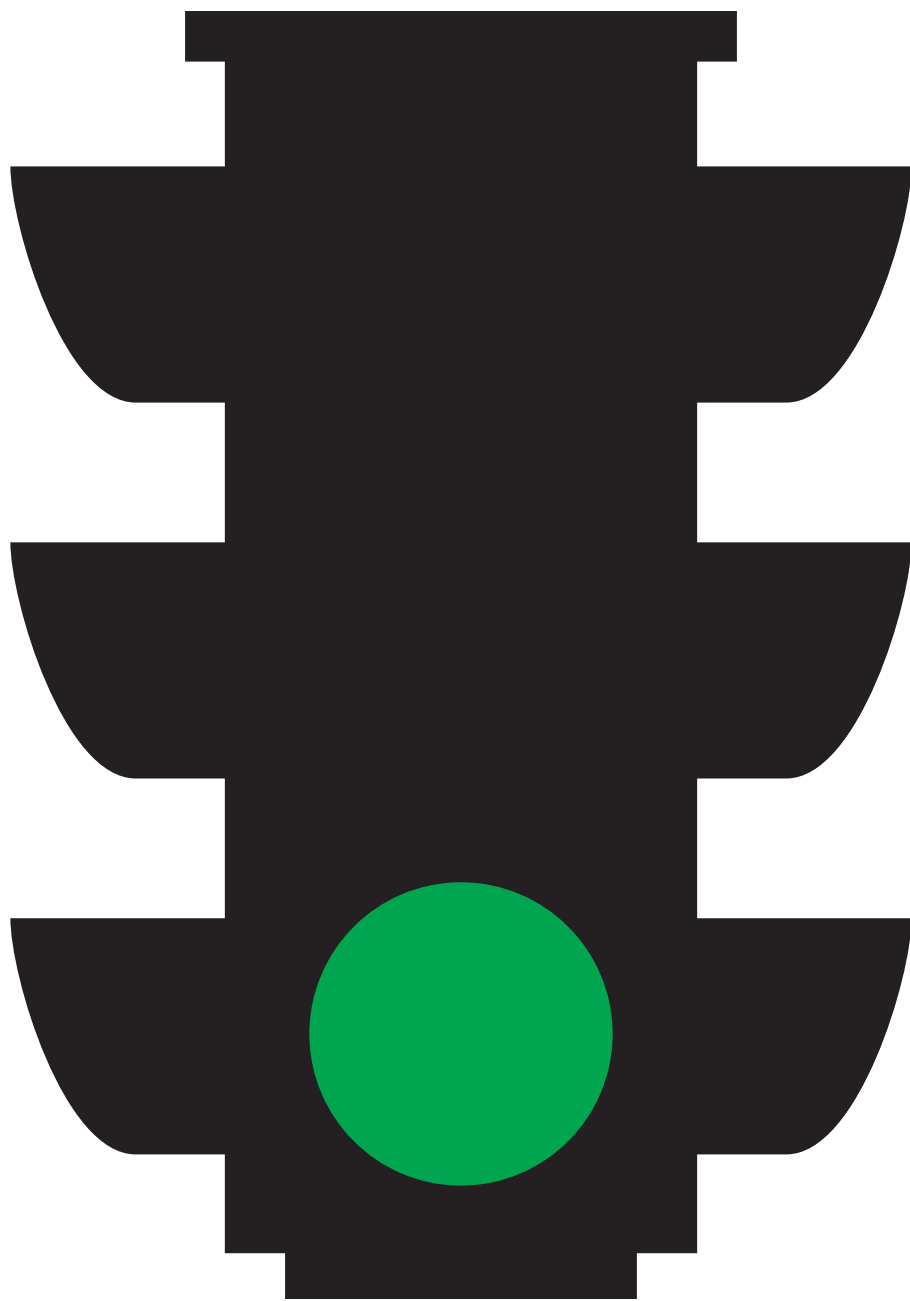
5. Of the remaining students, assign half of them to act as pedestrians and half to act as cars.
6. The cars will move down the street, being stopped by the traffic lights, who will use the proper order of green, yellow, and red light cards. When those cars are stopped, the walk light should allow pedestrians 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

THE SAFETY SONG

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.

NATIONAL HEALTH EDUCATION STANDARDS:

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

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.

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance 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..

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

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.

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

TIME/DURATION: 30 minutes

MATERIALS:

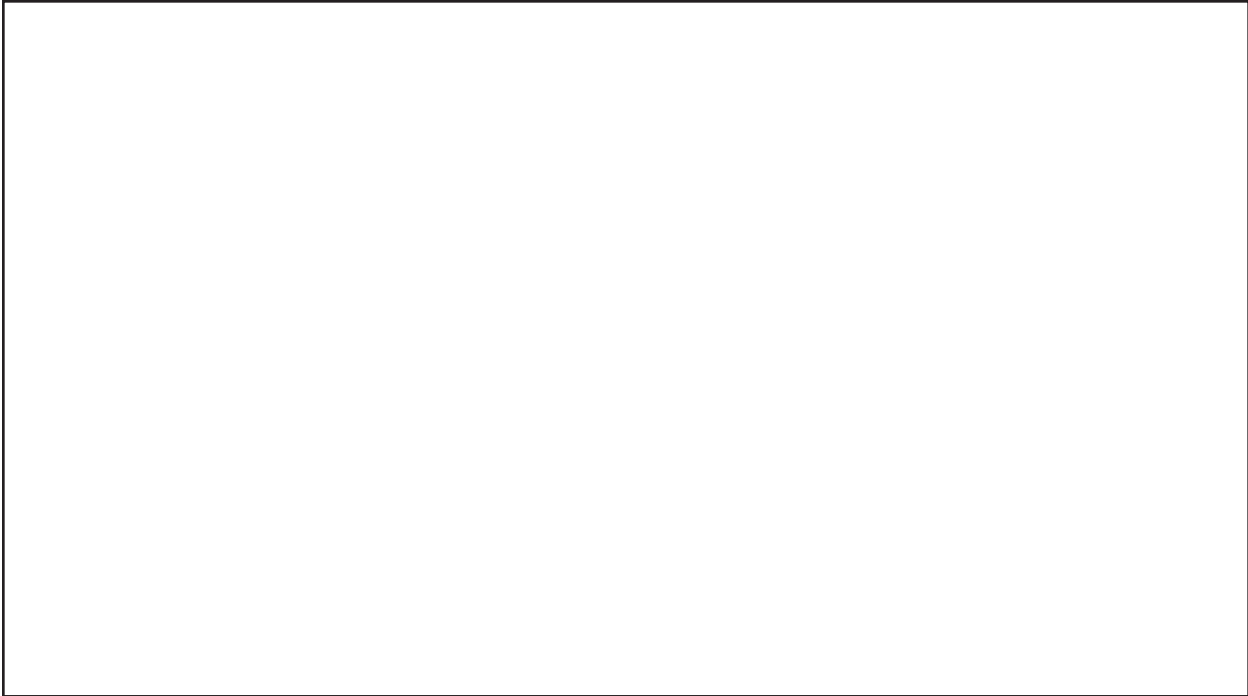
- Copy of the provided Your Picture Story sheet for each student

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: _____

PICTURE STORY



NAME: _____

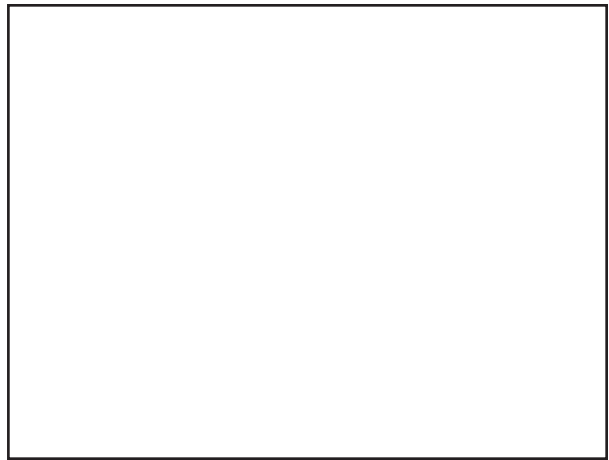
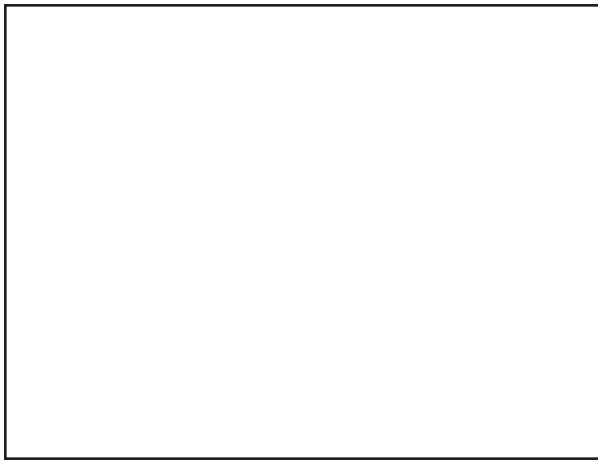
DRAW THE STORY!

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: _____

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