

BEAVERTON



Safe Routes to School **Rules to Know!**

Purpose: Introduce and reinforce rules for safe biking and walking with traffic.

Time Required- 15 minutes

Learning Objectives

By the end of these activities, students will be able to:

1. Recognize rules, laws and guidelines to keep safe especially while walking and biking.
2. Use clues to determine most appropriate answers.

Benchmarks/ Performance Indicators:

PE.4.2.5 Exhibits the use of rules and etiquette in teacher designed physical activities.

PE.4.3.5 Exhibits the use of rules and etiquette in physical activity with peers.

PE.4.4.4 Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.

PE.4.5.6 Applies skills of safety, rules, procedures and etiquette in general physical activities.

PE.5.6.5 Demonstrates respect for self and others by following the rules, encouraging others and playing in the spirit of the game.

HE.7.1.2 Describe behaviors that avoid or reduce health risks.

HE.7.3.1 Recognize responsible personal health behaviors.

HE.1.4.3 Describe ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.

HE.1.6.11 Explain safe behaviors when traveling to and from school and in the community.

HE.1.7.11 Plan safe behaviors when traveling to and from school and in the community.

Materials

Item	Amount
Rules of Road Team Clues	7 sets of 7 clues
Set of Traffic Safety Rules posters	1 set

Advance Preparation

Chose posters most suitable for age group. Print and post posters randomly throughout gym or classroom. Make list of clues with different starting order, print.

Instructions

1. Divide class into 7 groups, number each 1-7.
2. Explain that this activity is a traffic safety scavenger hunt where you'll be looking for important rules to keep everyone safe while walking or biking near traffic.
3. Each group is given a list of clues. Each set of clues should start with a different number on top.
4. Read first clue, group moves together to find appropriate poster and fills in blank/ answers question
5. In groups, students decide on one rule that they would share with a younger student/sibling and share out with the whole class.
6. (optional) Group has 30 seconds to make skit to depict rule (or does one of the activities listed on picture) until instructor sees all groups complete task and blows whistle to go to next clue.
7. (optional) Group develops skit, plan to teach younger students the rules.

Evaluation Suggestions

Criteria	Yes	No
Did students understand and demonstrate rules of the road?		
Were students able to properly define safe and unsafe road behavior?		

Clues

When you are walking or biking at night, what do you need? _____. (<i>Be Visible, Wear lights and Reflectors</i>)
You need to know what is happening around you. Stay _____. (<i>Alert</i>)
What are you watching for? (<i>Turning vehicles</i>)
You are ready to cross the street. Before you cross, wait for this _____ and make this _____. (<i>Traffic Stops, Eye Contact</i>)
Always remember to look with your eyes and listen with your ears, so don't forget to _____ (<i>Un-plug</i>)
Where is the best place to cross? (<i>Crosswalks and Street corners</i>)

Make 7 sets of the following clues.

When you are walking or biking at night, what do you need?

You need to know what is happening around you. Stay _____.

What are you watching for?

You are ready to cross the street. Before you cross, wait for this _____ and make this _____.

Always remember to look with your eyes and listen with your ears, so don't forget to _____.

Where is the best place to cross?

Watch and listen for _____, especially in parking lots and driveways.

Ideas for grade level expansion

Grade Level	Skills	Safety Principle	PE Standards	HE Standards	Prompt to expand
k	Run, walk, recognize	recognize symbols, places to walk, cross roads	4.K.1, 4.K.3	7.K.2, 8.K.1	"We want to walk more because it helps us stay in shape and keep us in great shape."
1		recognize symbols, places to walk, cross roads	4.1.4, 5.1.1, 5.1.4	7.1.2, 7.1.1	"I go on walks because it makes me feel good."
2		read signs, know where to walk, how to walk, cross roads	4.2.5, 4.2.1	7.2.2, 7.2.1	"We have rules inside the gym and outside the gym... what are some rules that keep us safe...."
3		read signs, know where to walk, how to walk, cross roads	3.3.2, 4.3.5, 5.3.1, 5.3.4	7.3.2	"What can you do outside of school time to get more exercise."
4	Walk, Run, think, share	recognize qualities of good/ bad places to walk/ bike, cross roads	4.4.4, 4.4.5, 5.4.1	1.4.3, 1.4.4, 2.4.2, 7.4.2	"What are examples of places that are good to walk/ bike." "What are bad areas, what can make it better."
5		recognize qualities of good/ bad places to walk/ bike, cross roads	4.5.6, 4.5.7, 5.5.3	2.5.2, 7.5.2, 7.5.1	"Do you agree with the placement of (this) crosswalk...." "How do people behave in this place, is this appropriate...?"
6	Walk, Promote, Collaborate	Know rules, reasons for them, plan route to match abilities	4.6.1, 5.6.5	1.6.11, 1.6.12, 1.6.13, 5.6.7, 6.6.6,	"Which rule is most important and why." "What's a better way to communicate the rule."
7		ID barriers, solutions	3.7.1, 4.7.6.	1.7.11, 2.7.2, 7.7.1, 5.7.7	"Why is PA needed and how can one help others get more."
8	Walk, Plan, Advocate	ID barriers, solutions, plan route for peers assessing abilities	3.8.1, 4.8.6	1.8.11, 2.8.2, 5.8.7, 6.8.6	"Knowing these rules, how can one advocate for increased safety and/or more participation."
Grade 9-12		Appropriate rules used with appropriate infrastructure	3.HS.3	2.12.2	"Teach age appropriate skills to others." "Design, advocate for, testify for improvements."

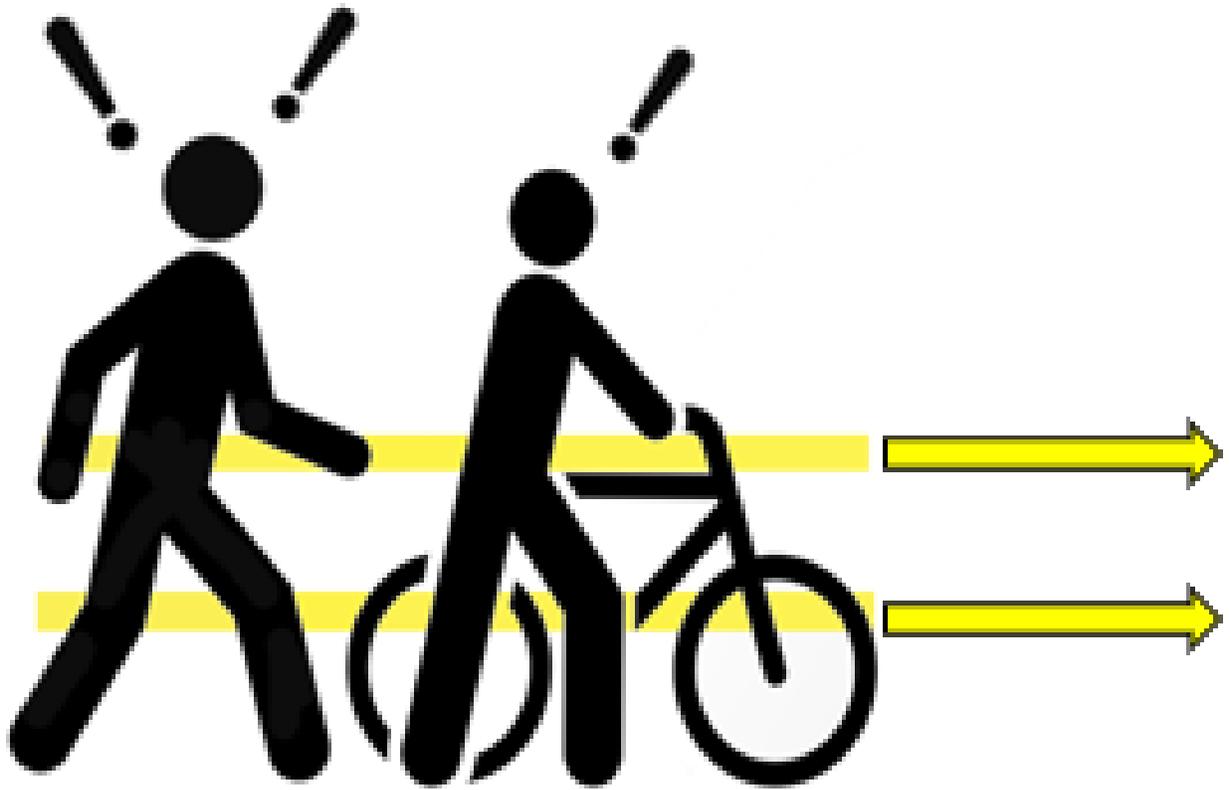


Be **bright**
at night.

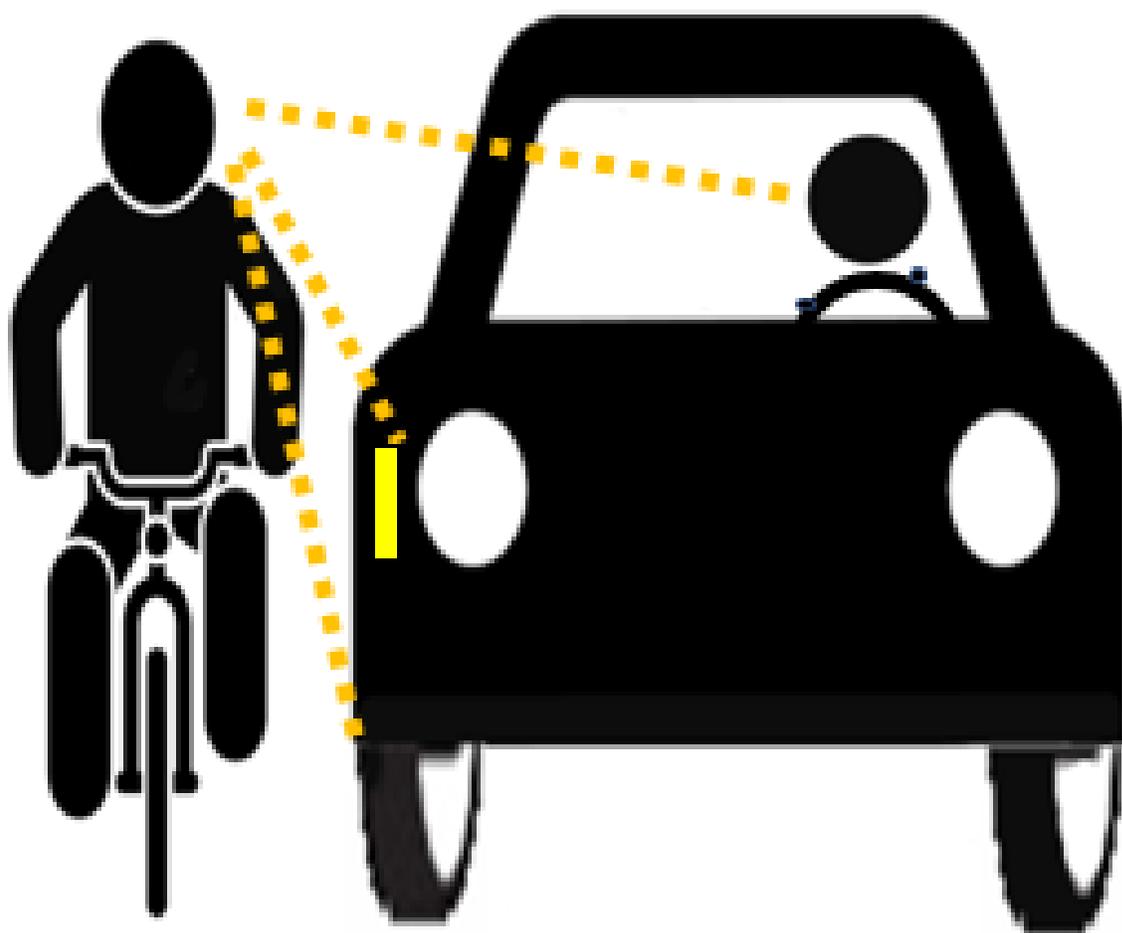
Wear lights and reflectors.



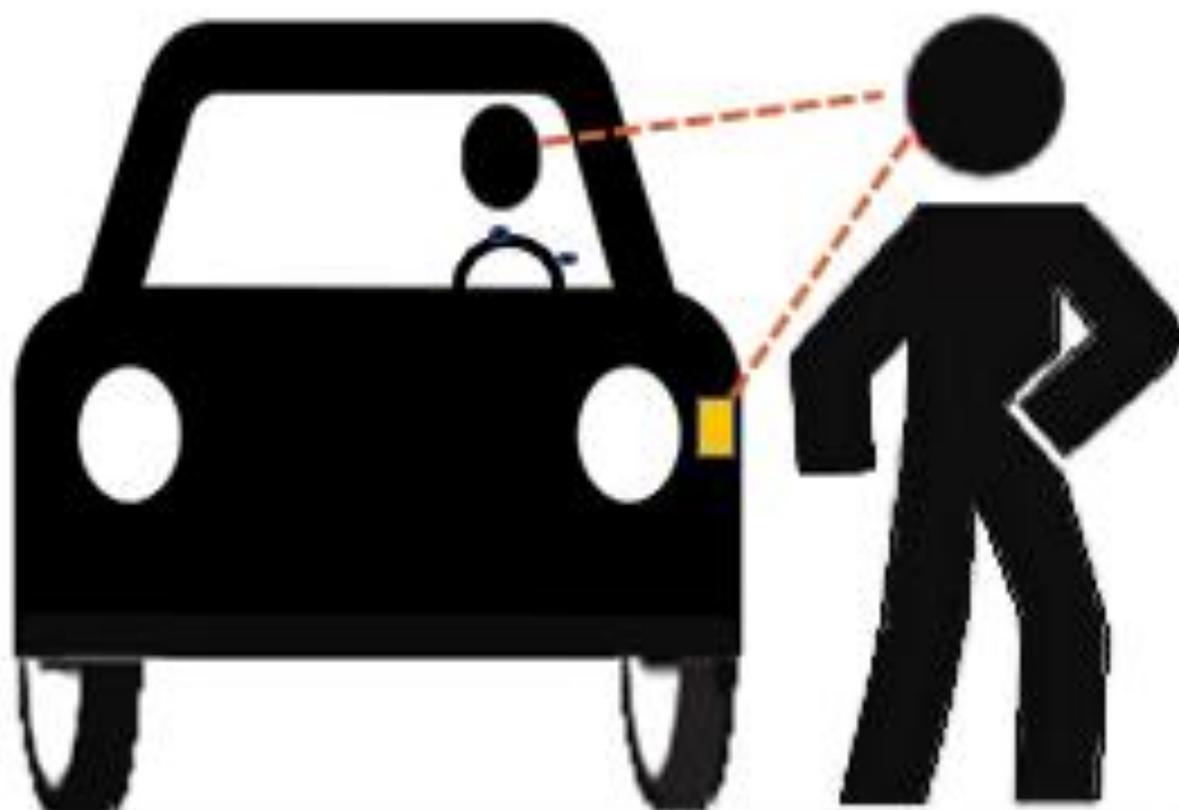
Be bright
at night.
Wear reflectors.



**Stay alert
from
curb to curb.**



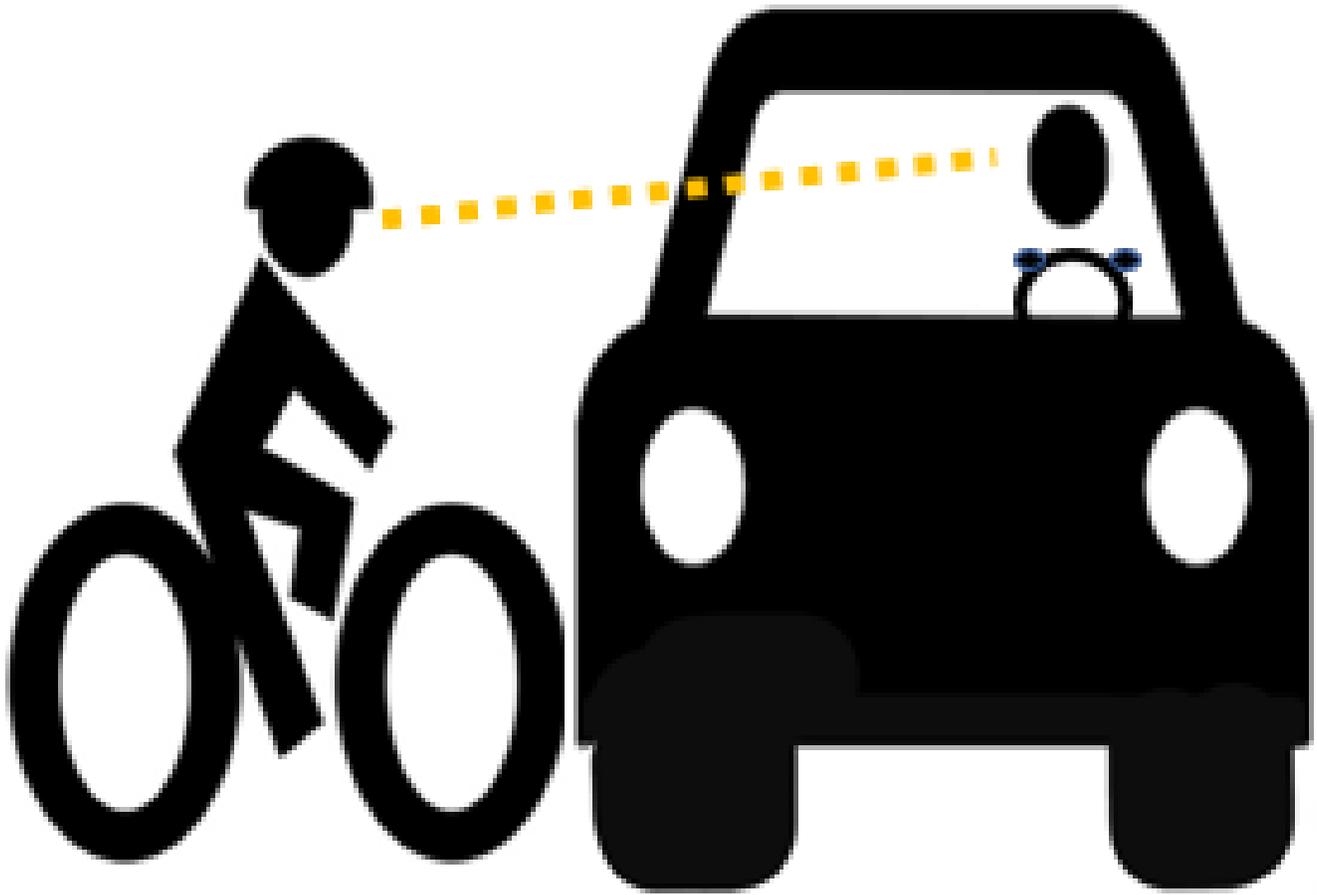
Watch for
turning
vehicles.



Watch for
turning
vehicles.

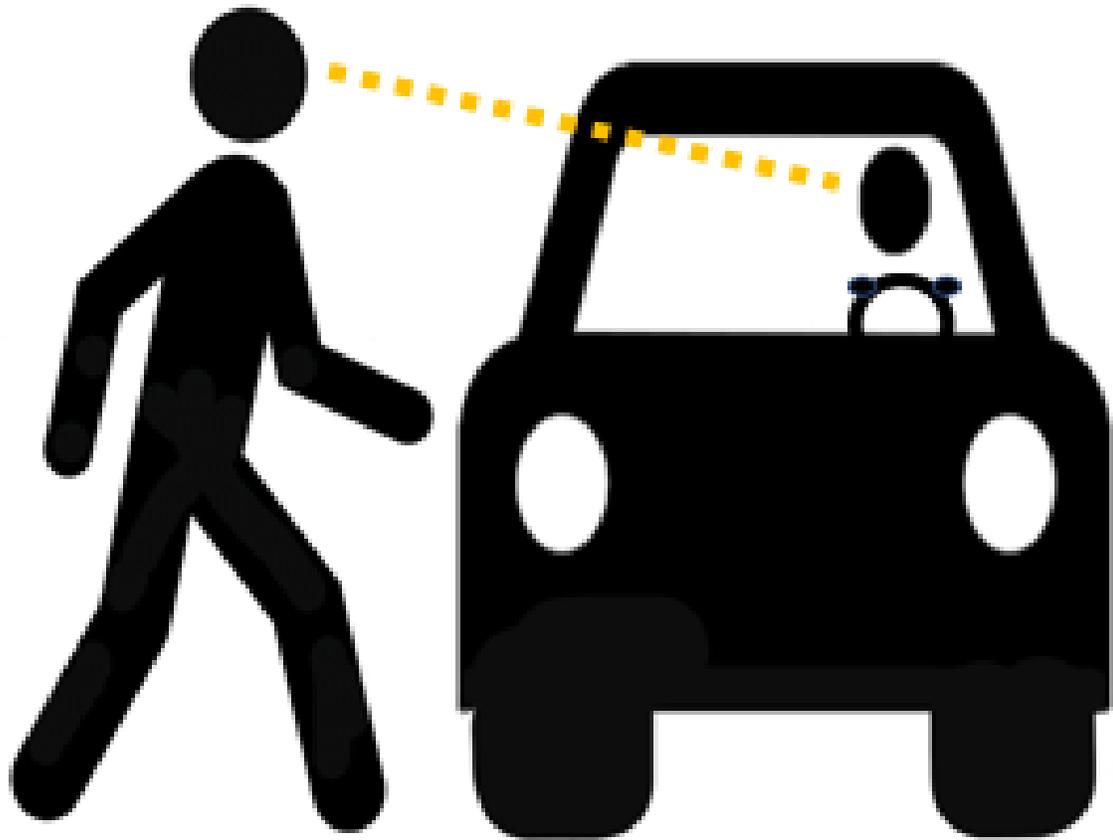


Stay alert
from
curb to curb.



Make **eye contact.**

Don't go until
traffic stops.



Make **eye contact.**

Don't walk until
traffic stops.



Unplug! Eyes Up!

Don't be distracted.



Cross only at **crosswalks,
corners and intersections.**



**Watch and listen for
reversing vehicles**
in parking lots and at driveways