



Driving on the Right Side of the Road

Texas Municipal Courts Education Center

Elementary Curriculum Guide

Sponsored by:

Law Focused Education, Inc
State Bar of Texas

Texas Municipal Courts Education Center
Texas Department of Transportation



Additional Resources

To support the DRSR program, the following materials are also available:

- Websites:

www.drsr.info

www.tmcec.com

www.texaslre.org

- DRSR Curriculum K-12 and T.E.K.S. correlations
 - Secondary Curriculum Guide
 - Mock Trial Guide
 - Substitute Lesson Plans
 - Sponge Book
 - Puppet Scripts
- Do Nows for Grades 2-5
- Online Learning Games
- Children's Books in English & Spanish
 - PowerPoints, audio, and flip books of Children's Books in English & Spanish
- Judges as Resource Persons in the Classroom
- Constitutions

Contact us for additional free traffic safety education resources at DRSR@tmcec.com.

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Texas Department of Transportation

TEXAS MUNICIPAL COURTS EDUCATION CENTER

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A Letter to Teachers

In Texas, school-age children use all kinds of transportation: cars, buses, bicycles, and scooters — just to name a few. Knowing how to safely navigate Texas’s roadways, whether as pedestrians, bicyclists, or motorists, saves lives. Learning about these traffic safety issues as they relate to students’ rights and responsibilities as citizens helps bring ideas of civic virtue to life.

Driving on the Right Side of the Road (DRSR) is a program, in cooperation with the Texas Municipal Courts Education Center (TMCEC), Texas Law-Related Education (LRE), and the Texas Department of Transportation (TxDOT), that seeks to bring traffic safety back to Texas classrooms. Visit each organization’s website:

DRSR: www.drsr.info TMCEC: www.tmcec.com LRE: www.texaslre.org TxDOT: www.txdot.gov

The DRSR program consists of teaching units that infuse traffic safety issues and traffic safety laws into language arts, social studies, math, and health classes for grades Kindergarten through 12th grade. Lessons incorporate the latest LRE instructional strategies as well as the opportunity to utilize judges and court support personnel as resource persons in classrooms. The DRSR curriculum includes hands-on interactive lessons that promote critical and creative thinking skills, appropriate activity sheets, online computer-based learning games, and gifted and talented extension activities. Finally, these lessons provide opportunities for students to conduct research, incorporate independent study, and participate in simulations. All materials are provided free of charge thanks to generous funding from TxDOT.

We encourage you to invite guest speakers from the judiciary as a resource to assist in teaching these lessons. Judges, lawyers, and court support personnel, as well as those working in law enforcement, can answer many of the questions that arise, while giving your students an opportunity to interact with positive role models. Contact your local municipal judge and invite him or her to visit your classroom as a member of your academic team. Give the judge a specific topic to teach or lesson to use. If you have trouble identifying local resource persons, please email us and we will be happy to assist you (drsr@tmcec.com).

Many of the materials are available in Spanish, as are many other DRSR materials and resources. Please explore our website or contact us for additional free traffic safety and educational resources.

We hope that you have a successful school year!

Ryan Kellus Turner
Executive Director
TMCEC

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*Note these resources are for educational purposes and are based generally on laws and procedures in Texas. For the purposes of this exercise procedures have been modified for the appropriate age group.



Driving on the Right Side of the Road

Texas Municipal Courts Education Center

Elementary Curriculum Guide

Elementary Lessons

Grades K-5

Section I

Sponsored by:

Law Focused Education, Inc
State Bar of Texas

Texas Municipal Courts Education Center
Texas Department of Transportation



Elementary Lessons

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*Note these resources are for educational purposes and are based generally on laws and procedures in Texas. For the purposes of this exercise procedures have been modified for the appropriate age group.

ELEMENTARY LESSONS TEKS CHART

<i>Lesson</i>	<i>ELAR TEKS</i>	<i>Social Studies TEKS</i>	<i>Physical Education or Health TEKS</i>	<i>Math</i>
Make Your Own Monkey Puppet	1.1A&B	1.10A&B	Health 1.2A	
Mimi and Mack Booster Seat Problem	K.1A&B	K.7A&B, K.14A	Health K.2A	
Marigold and Melvin: Booster Seat or Baby Seat?	1.1A&B	1.10A&B	Health 1.2A	
Maurice and Mitzi Back Seat Booster?	2.13F	2.16F	Health 2.2B, 2.3A	2.3C
Monica and Maude: Better in the Back Seat	2.13G	2.13B 2.16F	Health 2.3A, 2.5C	
I Spy Map	K.1A,C&D	K3A&C, K.7B	Health K.2A,B,D&E	
	1.8A,C&D	1.4A, 1.10B	Health 1.2B,F&G	
	2.1A,C&D	2.3A, 2.8A, 2.15B	Health 2.2B&C, 2.3A, 2.5C	
	3.1A,C&D	3.4C, 3.17C&E	Health 3.2A&E,3.6D	
“Our Town” Map or Do’s and Don’ts		4.19C, 4.22C	Health 4.4F, PE 4.5A-D,4.6A&B	
Safety Matchup	K.1A-D	K.13C	Health K.2A,B,D&E	
	1.1A-D	1.16B	Health 1.2B,F&G	
	2.1A-D	2.15A&D	Health 2.2B&C, 2.3A, 2.5C	
	3.1A-D	3.14B	3.2A&E, 3.6D	

ELEMENTARY LESSONS TEKS CHART (cont.)

<i>Lesson</i>	<i>ELAR</i>	<i>Social Studies</i>	<i>Health/PE</i>
Traffic Safety Match-Up		4.19B, 4.21A	
Rules of the Road		4.19B, 4.21 C&D, 4.22A	
Decision fo the City Council: On the Street or Off the Street		4.15B&E, 4.19B&D, 4.22A	
Designing a Message		4.19B, 4.21C	Health 4.4F, 4.19B PE 4.5A-D, 4.6AB
Teaching Traffic Safety	K.1A&C	K.7A&B K.8A, K.13A, K.14.A	
	1.1A&C	1.10A&B, 1.11A&B, 1.12A, 1.16A, 1.17A	
	2.1A&C	2.8A&B, 2.10A&C, 2.15B, 2.16A	
I Promise to Obey		K.7A&B, K.8A&B, K.14A; 1.10A&B, 1.11A&B, 1.16A; 2.9C, 2.15A; 3.7B&C; 4.13B, 4.15B, 4.16A, 4.21A; 5.17A, 5.25A	
City Government or Local Business?	K.1C, K.5H; 1.1C, 1.6H; 2.1C, 2.6H; 3.1C, 3.6H; 4.1C, 4.6H, 4.19B; 5.10B, 5.23B	K.5B&C; 1.10A&B; 2.8A&B; 3.9C; 4.21B; 5.24B	

ELEMENTARY LESSONS TEKS CHART (cont.)

<i>Lesson</i>	<i>ELAR</i>	<i>Social Studies</i>	<i>Health</i>
Beat the Heat	2.6A-H, 2.7D	2.17A	
Hidden Danger	3.6A-H, 3.7D	3.16A	
Heat Stroke and Hot Cars	4.6A-H, 4.7A	4.22A	
Preventing Heat Stroke	5.6A-H, 5.7A	5.26A	
Skate Safety		2.17A; 3.16A; 4.19B, 4.22A; 5.23B, 5.26A	2.2C, 2.3A; 3.2A&E, 3.11C; 4.4F, 4.9C 4.11D; 5.5E
Jet Pack: Creating a Set of Just and Fair Laws		3.9A, 3.14C, 3.16A; 4.21A&B; 5.25D, 5.26A, 5.31A; 6.12B, 6.15A, 6.19C, 6.21D, 6.22A&C, 6.23A, 6.30B, 6.31A	
Claim Your Powers		5.15A, 5.25D, 5.26A	
Interpreting the Law		5.15A, 5.25D, 5.26A	

MAKE YOUR OWN MONKEY PUPPET

Learning Objectives: Students will

1. Listen and follow directions.
2. Listen critically to interpret and evaluate.
3. Create materials to express an idea.

(The puppets made by the students in this lesson are designed to be used in the four lessons using puppet show scripts that follow.)

TEKS: ELAR 1A&B; SS 1.10A&B; Health 1.2A

Materials Needed: brown paper lunch bag, scissors, glue, markers or crayons

Vocabulary: protection, booster seat, safety belt

Teaching Strategy:

1. Introduce the lesson by asking the students if they have ever seen a puppet show. Explain to the students that they are each going to make a monkey puppet that could be used in a puppet show concerning riding safely in a car.
2. Check for understanding by asking the students to identify what the puppets might teach us concerning riding safely in a car.
3. Give each student a copy of the paper bag monkey puppet handout and be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
4. Read the directions aloud as children follow along. Teachers of lower grades will want to model the process step-by-step as they read the directions.
5. Provide students with adequate time to complete the lesson. Supervise students and assist as needed.
6. Pair the students together and have them create and practice their own puppet show about what they know about safely riding in a car or playing safely.

Extension for Gifted/Talented:

Students will design their own animal puppet and perform the puppet show for a small group. They can create a set or backdrop as well.

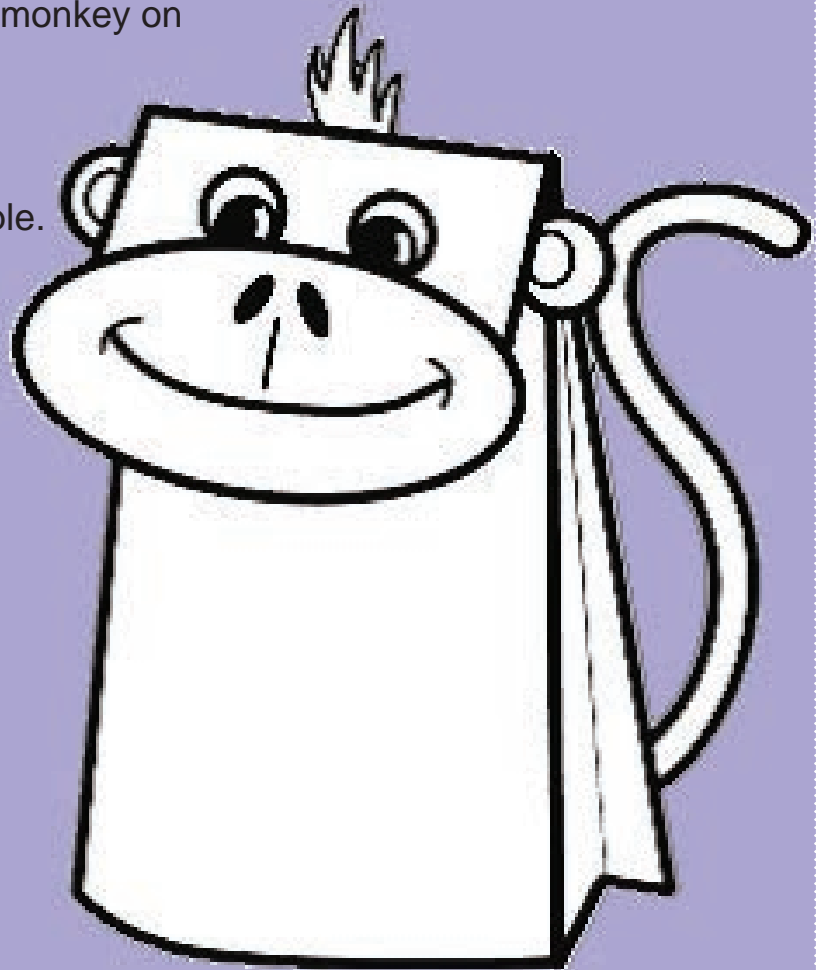
Paper Bag Monkey Puppet

Materials:

- Brown paper lunch bag
- Scissors
- Glue
- Markers or Crayons
- Handout of monkey cutouts

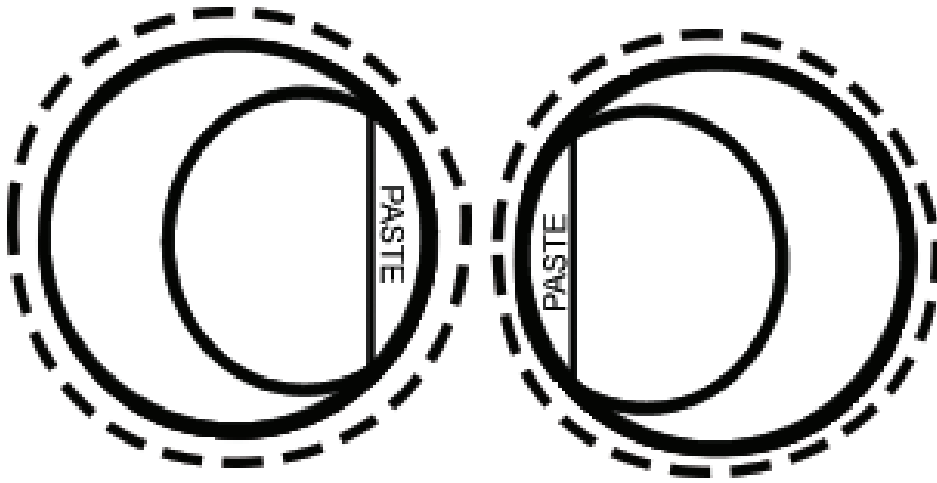
Directions:

1. Color the cutouts pieces for the monkey on the page.
2. Cut out the pieces.
3. Glue the monkey pieces to lunch bag as shown in example.

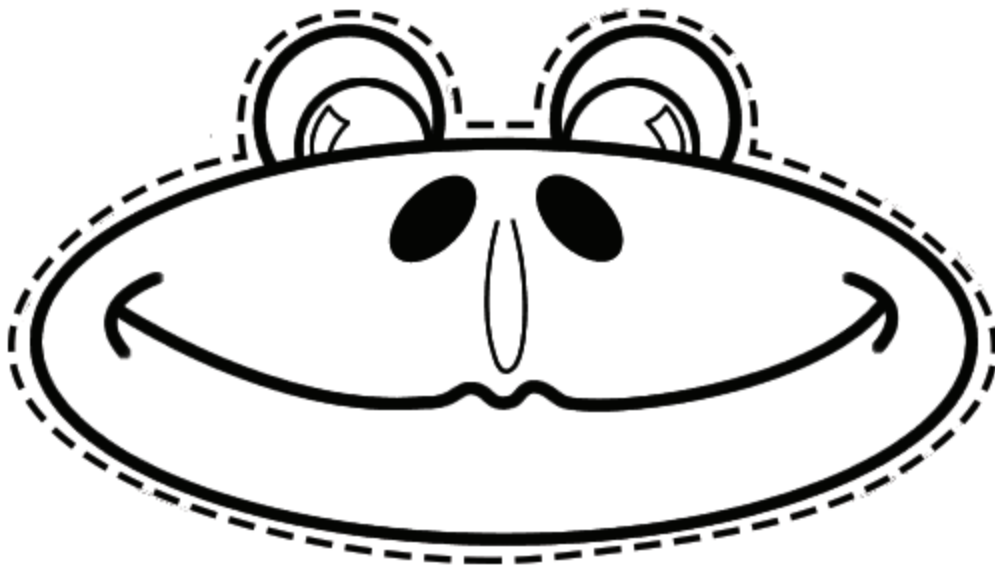


Paper Bag Monkey Puppet

Ears

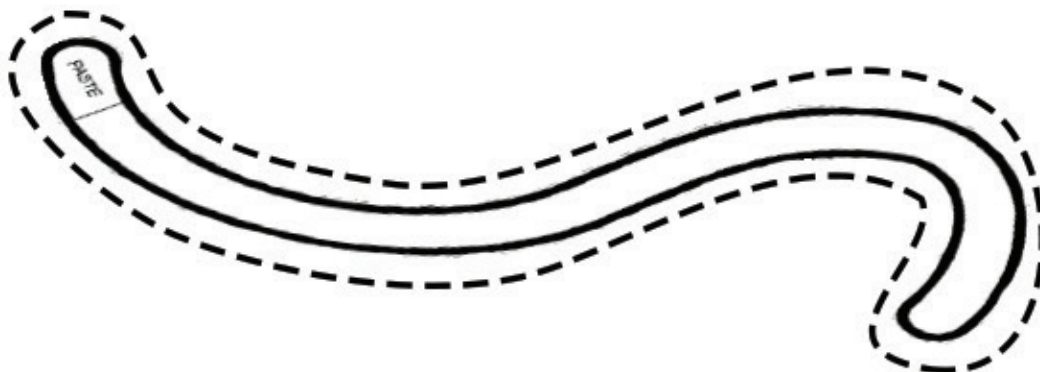


Hair



Mouth

Tail



MIMI AND MACK BOOSTER SEAT PROBLEM

Learning Objectives: Students will

1. Explain the need for protective equipment.
2. Listen critically to interpret and evaluate.
3. Participate in discussion of safety issues.
4. Create materials to express an idea.

TEKS: ELAR K.1A &B, K.1B
SS K.74A&B, 14A; Health K.2A

Materials Needed: puppets, script, booster seat outline, markers or crayons

Vocabulary: protection, booster seat, safety belt

Teaching Strategy:

1. Introduce the lesson by enacting a puppet show, utilizing the attached script, “Mimi and Mack” and two of the students’ puppets. The teacher can have the students select the two student puppets that will be used or randomly select two puppets.
2. At the end of the puppet show, check for understanding by asking the students to explain what they think the puppets were trying to teach.
3. Engage the students in a discussion about their experiences with booster seats.
4. As a culminating experience, assign students to design their ideal booster seat using the Perfect Booster Seat attachment. They may add features such as a back, cup holders, technology, colors, and designs. Encourage creativity, even if impractical.
5. Allow students to display and explain what their ideal booster seat would look like and what features they would include.

Extension for Gifted/Talented:

Students will create a 30 second advertisement for one of the ideal booster seats, including cost, where to purchase, and a name for the booster seat.

MIMI AND MACK BOOSTER SEAT PROBLEM

- Mack: Psst! Mimi, come here. I've got a big problem.
- Mimi: What is it, Mack?
- Mack: My mom and dad just heard about a law that says that kids under eight have to sit in a child safety seat! I can't stand it! I'm too big for a child safety seat! I'll be embarrassed if I have to sit in a child safety seat! What will everybody say? They'll call me a baby!
- Mimi: Relax, Mack. It's not a child safety seat. It's a booster seat! There's a big difference.
- Mack: There is?
- Mimi: Yes, a child safety seat is for babies, toddlers, and kids up to 57 inches tall. There are five straps in that kind of car seat, but a booster seat uses the regular safety belts in the car.
- Mack: But I use those safety belts now and I hate them!
- Mimi: That's because they don't fit you right when you're sitting in the back seat. They're made for adults!
- Mack: Is that why I always feel like the shoulder strap is choking me?
- Mimi: Yes, but if you sit on a booster seat, it gets you up just a little higher, so that it actually comes over your shoulder, not your neck.
- Mack: Does a booster seat look like a baby seat?
- Mimi: No, some of them don't even have a back on them. It's just a seat, just your size. You can see out the windows better, too.
- Mack: Mimi, do YOU use a booster seat?
- Mimi: Yes, of course I do. It's the law, and besides, they're much more comfy than the regular seat. You should, too.
- Mack: OK, but only if it's not pink with little elephants on it or something dorky like that.
- Mimi: Don't worry. You're going to love it!

THE PERFECT BOOSTER SEAT



Color me in!
Design your own
booster seat.

3207

New York State Department of Health

1/10

PERFECT BOOSTER SEAT ADVERTISEMENT

1. _____

2. _____

3. _____

MARIGOLD AND MELVIN BOOSTER SEAT OR BABY SEAT?

Learning Objectives: Students will

1. Explain the need for protective equipment.
2. Listen critically to interpret and evaluate.
3. Participate in a discussion of booster seats.
4. Create a song to express an idea.

TEKS: ELAR 1.1A&B;
SS 1.10A&B; Health 1.2A

Materials Needed: Puppets, script, songs

Vocabulary: Booster seat, safety belt, equipment, protection

Teaching Strategy:

1. Introduce the lesson by enacting a puppet show utilizing the attached script, “Marigold and Melvin, Booster Seat or Baby Seat” and two of the students’ puppets. The teacher can have the students select the two student puppets that will be used or randomly select two puppets.
2. Check for understanding by asking the students to identify what the puppets were trying to teach.
3. Engage the students in a discussion about their experiences with booster seats.
4. As a culminating experience, have students learn a song about booster seats to a familiar tune such as Jingle Bells.

Booster Seats
Booster Seats
Protect you in the car
They raise you up so you can see
And make your safety belt fit. Hey!

Booster Seats
Booster Seats
You need them; it’s the law
You’ll sit in them ‘til you are 8
Or 58 inches tall!

5. Student may draw a picture of a child in a booster seat. Write 3 reasons why booster seats are safer than just wearing a seat belt. Have students share their work.

Extension for Gifted/Talented:


Students will investigate how much booster seats cost, where they can be purchased, and what different styles are available.

MARIGOLD AND MELVIN SCRIPT BOOSTER SEAT OR BABY SEAT?

- Melvin: Marigold, did I see you getting out of a car in front of school today? Does your mom drive a red car?
- Marigold: Yeah, that was us.
- Melvin: That was you, Marigold, sitting in a baby seat? HA HA HA! Marigold's a baby, Marigold's a baby!
- Marigold: Hey, cut it out! That wasn't a baby seat. It was a booster seat!
- Melvin: So, what's the difference? It looked like a baby seat to me. You'll never catch me in one of those.
- Marigold: All a booster seat does is get me up a little higher, so the safety belt fits better. No more of that awful shoulder belt rubbing on my neck!
- Melvin: Yeah, I hate that. The seat belt makes my neck hurt and I get red marks.
- Marigold: And you can see out the windows better, too, sitting up a little higher.
- Melvin: Is that so? And you're not strapped in with five different straps like a baby seat? It takes my mom five minutes to get my kid brother strapped in.
- Marigold: No, you just use the regular car safety belt. If you're shorter than 4'9" or younger than 8 the law says you have to sit in a booster seat. Tell your parents. Some booster seats have backs and others don't. They're cool!
- Melvin: OK, if you're sure it's not a baby seat.
- Marigold: It's not a baby seat! It's a lot more comfortable than a baby seat OR a regular safety belt. Kind of like a throne in the back seat. Besides that, it's the law! Make sure you follow the rules!

BOOSTER SEAT

Draw a picture of a child in a booster seat. Write 3 reasons why booster seats are better than seat belts for children.



1. _____

2. _____

3. _____

MAURICE AND MITZI: BACK SEAT BOOSTER?

Learning Objectives: Students will

1. Identify ways to avoid injury.
2. Explain the need for protective equipment.
3. Listen critically to interpret and evaluate.
4. Participate in a discussion about safety in passenger travel.
5. Create materials to express an idea.
6. Use math skills to subtract two-digit numbers.

TEKS: ELAR 2.13F ; SS 2.16F
Health 2.2B&C, 2.3A; Math 2.3C

Materials Needed: Puppets, script, measuring stick, “How Tall Are You?” sheet

Vocabulary: Booster seat, safety belt, equipment, protection

Teaching Strategy:

1. Introduce the lesson by enacting a puppet show utilizing the attached script, “Maurice and Mitzi: Back Seat Booster” and two of the students’ puppets. The teacher can have the students select the two student puppets that will be used or randomly select two puppets.
2. Mark a spot 57 inches from the floor and measure each child’s height. Then ask them to figure out how many inches they need to grow until they are tall enough to use a regular safety belt.
3. Have each student record their height on the “How Tall Are You?” attachment.
4. Engage the students in a discussion about their experiences with booster seats.
5. Label four pieces of chart paper with the words write, sing, draw, and act. Give each student a sticky note. Tell them to put a sticky note on the chart that tells how they want to inform others about the importance of being safe when traveling in a car.
6. Students may work with a partner to create an advertisement that is written, drawn, sung, or role-played.
7. Allow students to share or display their advertisement to the class.

Extension for Gifted/Talented:

Students may create a jingle to demonstrate their understanding of the value of booster seats.

MAURICE AND MITZI: BOOSTER SEAT OR BABY SEAT?

- Maurice: Man, I'll be glad when I get to be 13 so I can ride in the front seat of the car. You can't see a thing from the back seat!
- Mitzi: You can if you sit in a booster seat.
- Maurice: Yeah, but who wants to sit in a booster seat? That's for babies and little kids. My little sister sits in a child safety seat.
- Mitzi: I'm not talking about a child safety seat. You're right, that is for babies and little kids. I'm talking about a booster seat that gets you up higher and makes it more comfortable on your legs.
- Maurice: But I hate all those straps. I usually just tuck that shoulder belt behind me.
- Mitzi: Listen, wise guy, those safety belts are designed to keep you safe in case of a crash. Haven't you ever seen those crashes on TV? You don't want to end up like that!
- Maurice: Sure, but my dad is a safe driver. He never has wrecks.
- Mitzi: Well, you never know when something unexpected might happen. You'd better wear that safety belt the right way – over your shoulder and across your lap.
- Maurice: But that's the problem. The shoulder strap cuts right across my neck if I don't put it behind me.
- Mitzi: Look, if you sit in a booster seat, the belts hit you in just the right place. Here's the deal – safety belts are designed for grown-ups who are taller and bigger. You've got to get yourself up a little higher so the belt fits you, too. Get it?
- Maurice: And you can really see out the window better from a booster seat?
- Mitzi: Sure can. You'll be able to wave at your friends and see what's going on in the world. Trust me. You're gonna love it! And it's the LAW until you are taller than 57 inches tall.
- (to students) How tall are you? How many inches do you need to grow before you can use a regular seat belt?

HOW TALL ARE YOU?

Regular Safety Belt in Back Seat — 57 inches



My height is _____ inches.
I sit in a _____.



I've got _____ inches to go.

MONICA AND MAUDE BETTER IN THE BACK SEAT

Learning Objectives: Students will

1. Identify ways to avoid injury.
2. Explain the need for protective equipment.
3. Listen critically to interpret and evaluate.
4. Participate in a discussion about safety in passenger travel.
5. Create materials to express an idea.

TEKS: ELAR 2.13G; SS 2.13B, 2.16F
Health 2.3A & 2.5C

Materials Needed: Puppets, script

Vocabulary: Protection, safety belt, booster seat, passenger

Teaching Strategy:

1. Introduce the lesson by enacting the puppet exchange using the attached script, “Monica and Maude Better in the Back Seat” and two of the students’ puppets. The teacher can have the students select two of the student puppets that will be used or randomly select two puppets.
2. Ask students to respond to the puppets’ conversation by relaying any experiences they may have had regarding travel safety. Discuss how a safety belt is supposed to fit and what the law says about children being required to sit in the back seat in a booster seat until they are taller than 4’9” (57 inches) or older than 8. Explain when they meet the criteria, they should sit in the back seat with a regular seat belt until age 13. Safety belts must be used by people of all ages to be completely safe.
3. Thinking more broadly, make a list of other safety rules we all follow, such as bicycle helmets, safety belts, batting helmets for baseball, and others.
4. Hand out the “Safety in the Backseat” worksheet. Students should explain 3 reasons it’s safer in the backseat, 2 things they found interesting about this subject, and 1 thing they wonder about this topic.

Extension for Gifted/Talented:

Students will create a jingle or song to go with their radio spot.

Safety in the Back Seat

3 Reasons why it is safer in the back seat

2 Things you found interesting

1 Thing you wonder



MONICA AND MAUDE SCRIPT BETTER IN THE BACK SEAT

Monica: Hey, Maude, do you ever get to sit in the front seat?

Maude: No, I always sit in the back. Do you sit in the front?

Monica: Yep, sometimes, if I really beg. I know just how to do it.

Maude: But, Monica, that's not safe. Don't you know about the airbags?

Monica: Sure. Airbags are designed to keep you from hitting the windshield in the case of a crash.

Maude: Yes, that's true for adults, but they can be dangerous for kids.

Monica: Dangerous? How?

Maude: Well, those air bags come out of there really fast when a car is in a crash. How would you like to be blasted by one of those things?

Monica: Then how come they're safe for adults?

Maude: Think about it, genius! Adults are taller and bigger. Air bags are designed for grown-ups. But for kids, it's a blast right in the ol' kisser – right in the face! You don't want that to happen. That would knock you into next week! The people who make these airbags are trying to make them without as much force, but for now, they're just too powerful for kids.

Monica: But it's boring in the back seat. I want to get my music on the radio and watch for my friends. And besides, my mom and dad are safe drivers. They never have wrecks.

Maude: Don't be silly! It's the other guys you have to look out for. Crashes can happen to anybody! And if that does happen, you're much safer in the back seat with your safety belt fastened. Besides that, it's the LAW. The back seat is better until you're a teenager!

Monica: OK, OK, you may just have a point there. I never thought of it that way. Maybe I should stick to my favorite place in the back seat. I can bug my little brother in the back seat, too.

Maude: Now you're talking, but leave your little brother alone. You don't want to distract the driver. Play it smart and be safe!

I SPY MAP

Learning Objectives: Students will

Kindergarten Objectives:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Participate in a class discussion.
3. Identify safe and unsafe practices.
4. Create drawings of safe practices.

First Grade Objectives:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Participate in a class discussion.
3. Identify safe and unsafe practices in pedestrian, bicycle, and vehicle traffic.
4. Write a caption for an illustration.
5. Create drawings and rules encouraging safe traffic behaviors.

Second Grade Objectives:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Identify safe and unsafe practices in pedestrian, bicycle, and vehicle traffic.
3. Create drawings and rules encouraging safe traffic behaviors.

Third Grade Objectives:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Create a motto promoting safety for children.
3. Identify ways to avoid accidental injuries.
4. Analyze actions identified on the map to determine level of safety.



TEKS:

Kindergarten TEKS:

ELAR K.1A,C&D; SS K.3A&C, K.7B; Health K.2A-D

First Grade TEKS:

ELAR 1.8A,C&D; SS 1.4A, 1.10B; Health 1.2B,F,G

Second Grade TEKS:

ELAR 2.1A,C&D; SS 2.3A, 2.8A, 2.15B; Health 2.2B&C, 2.3A, 2.5C

Third Grade TEKS:

ELAR 3.1A,C,D; SS 3.4C, 3.17C&E; Health 3.2A&E, 3.6D



I SPY MAP

K-3 Materials Needed:

TxDOT “Our Town” map, magnifying glass for each student, drawing paper

NOTE: A limited number of class sets of the "Our Town" map are available at no charge. Contact drsr@tmcec.com to order.

3rd Grade Materials Needed:

Strips of construction paper

K-3 Vocabulary:

Kindergarten & First Grade Vocabulary:

Top, bottom, left, right, transportation, safety

Second Grade Vocabulary:

Pedestrian, transportation, map coordinates

Third Grade Vocabulary:

Practices, map coordinates, safety, pedestrian, vehicle

Teaching Strategy:

1. Distribute copies of the TxDOT “Our Town” map to each student. Point out that the map has four sections: top left, top right, bottom left, and bottom right.
2. Show the students the compass rose at the upper left and bottom right of the map. Explain that the compass rose is to help identify the cardinal directions of north, south, east, and west on any map that has a compass rose.
3. Ask students to find (or “spy”) the green pick-up truck in the bottom left quadrant of the map. Discuss whether it is safe or unsafe to ride in the back of a pick-up truck. What bad things could happen? Remind students that there is actually a law that forbids children under 18 from riding in the back of a pick-up.
4. Invite students to “spy” other examples of people on the map who are making unsafe choices. Students may include instances involving automobiles, bicycles, or walking.
5. Students will point out the examples by locating them with an individual magnifying glass and announcing in which quadrant the action is located. For example, “I spy someone crossing the street in the middle of the block in the lower right part of the map.” As each instance of an unsafe behavior is noted, students should determine what the consequences could be for that behavior.



Kindergarten Strategy:

- After the class discussion each student should choose one unsafe issue that was identified on the map to create a drawing that shows the corresponding safe behavior.
- Allow students to share their products with the class.

First Grade Strategy:

- After the class discussion each student should choose one unsafe behavior that was identified on the map to create a drawing that shows the corresponding safe behavior. Students should title their drawings with a statement that describes the safe behavior. For example, “People Should Only Cross the Street at Crosswalks.”
- Allow students to share their products with the class. Display as many different scenarios as possible.

Second Grade Strategy:

- After the class discussion each student should choose one issue that was identified on the map to create a drawing that shows the corresponding safe behavior. Students should title their drawings with a complete sentence that describes the safe behavior. For example, “People Should Only Cross the Street at Crosswalks.”
- Students will write a short role-playing activity showing why it is important to follow the safe behavior they drew and include what the consequences might be if the safe behavior wasn't followed.
- If several students wrote/drew about the same safety concern, group them together to create a catchy slogan to go with their pictures. Then display the pictures grouped together with the slogan.

Third Grade Strategy:

- Have students identify the following items on the map: title, compass rose, legend, and grid system. Locate each feature using the grid system on the map.
- Using the grid system, have students identify examples of unsafe behaviors on the map. Make a class list of their examples. Discuss with the students possible laws or rules to limit these unsafe behaviors.
- Each student should choose one safe behavior from the list and create a short safety motto or slogan that promotes safe conduct for that particular behavior.
- Give children a strip of construction paper to create a wristband and write their motto on it. Share common examples of wristbands they might have seen such as “Race for the Cure” or “Livestrong,” both supporting cancer patients.
- Have students wear their wristbands, telling others about the safety issue involved.





Extension for Gifted/Talented:

Kindergarten Extension:

Students will create a slogan and/or poster promoting safe behavior.

First Grade Extension:

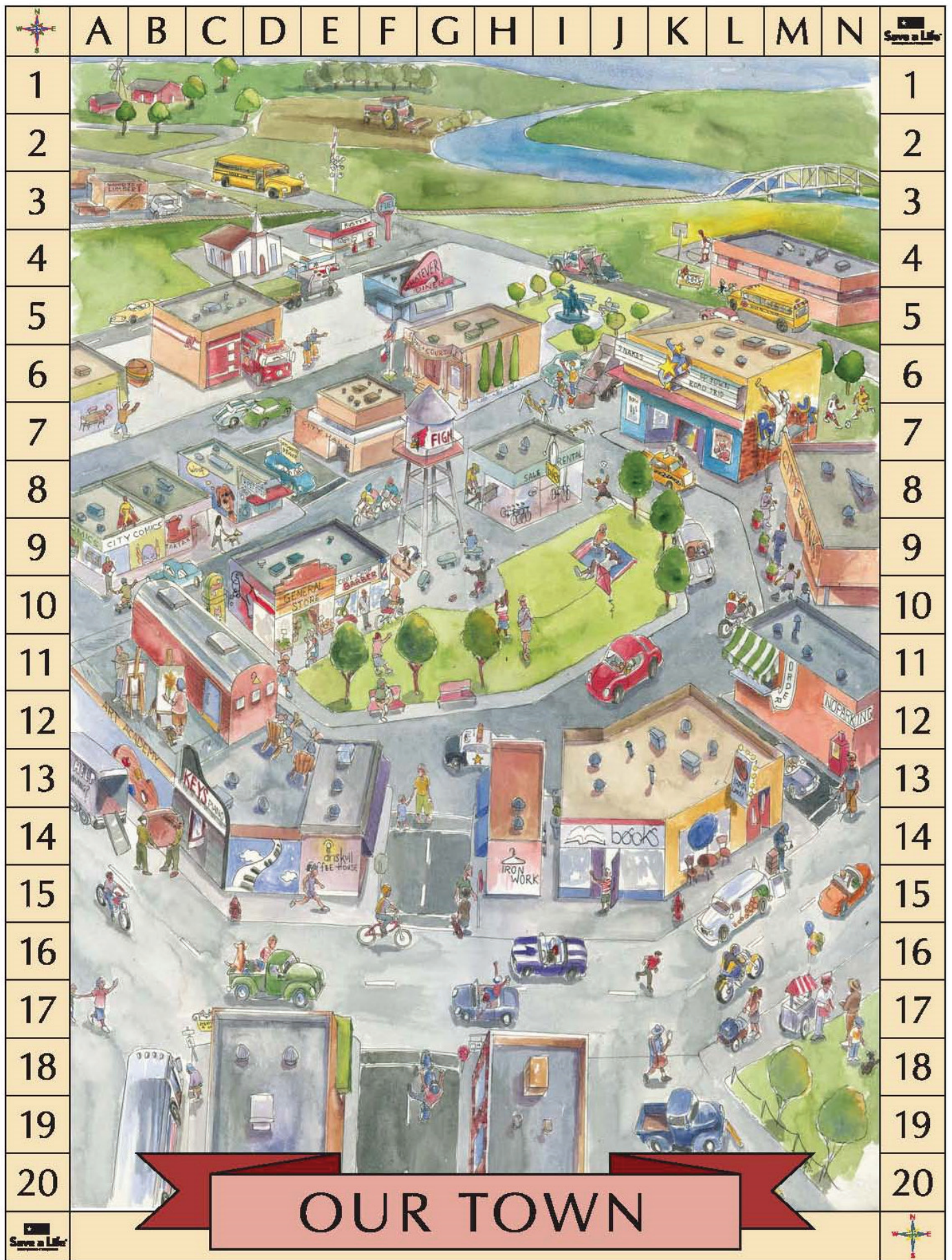
Students will create a slogan and/or poster promoting safe behavior.

Second Grade Extension:

Students will create a song or rap promoting safe behavior.

Third Grade Extension:

Students will create an advertising campaign for the distribution of their wristbands, which should include statistics showing the need for safer conditions.



"OUR TOWN" MAP OF DO'S AND DON'TS

Learning Objectives: Students will

1. Develop map reading skills by using the TxDOT "Our Town" map.
2. Identify safe and unsafe practices.
3. Recognize city buildings and services.
4. Create a motto promoting traffic safety.

TEKS: SS 4.19C, 4.22C; Health 4.4F, PE 4.5A-D, 4.6A-B

Materials Needed: TxDOT "Our Town" map; copies of Our Town Map of Do's and Don'ts; and strips of construction paper for wristbands.

Vocabulary: Practices, map coordinates

Teaching Strategy:

1. Distribute copies of the TxDOT "Our Town" map and the worksheet of Our Town Do's and Don'ts to each student. Note: A limited number of class sets of the "Our Town" map are available at no charge. Contact drsr@tmcec.com to order.
2. Have students identify the following items on the "Our Town" map: title, compass rose, legend, and grid system. Explain how to use the grid system to identify locations on the map.
3. Ask students to use the map coordinates to locate examples of safe and unsafe behaviors dealing with traffic safety pictured on the map. Make a class list of these examples, discussing each issue as it is mentioned. In the case of the unsafe behavior practices, students should suggest ways to correct the behavior from unsafe to safe.
4. Each student should choose one unsafe behavior that was identified from the map. Instruct students to create a short traffic safety motto which promotes traffic safety for that specific mode of transportation. Share examples of mottos for other causes such as "Race for the Cure," "Click It or Ticket," and "Turn Around, Don't Drown."
5. Give children a strip of construction paper on which to write their motto.
6. Allow students to share their mottos with the class.
7. Using the blank grid provided, have students create their own map of an imaginary town illustrating safe and unsafe transportation behavior.
8. If time, the students can also identify city government buildings on the "Our Town" map. Discuss the function of the city government agency in each building.

Extension for Gifted/Talented:

Students will create an advertising campaign for distribution of their wristbands, including statistics showing the need for safer conditions.

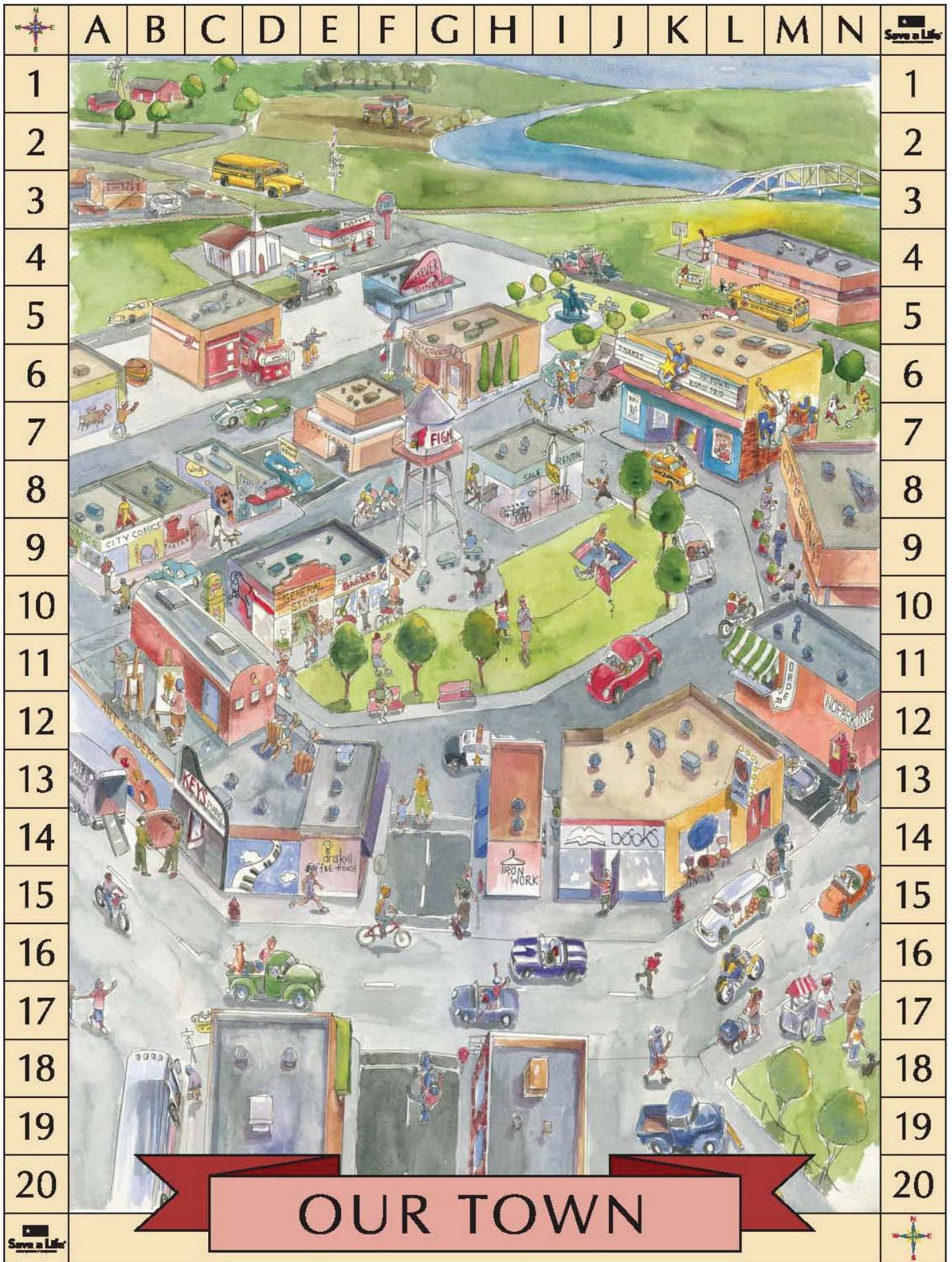


EXAMPLES FOR TEACHER'S USE

<u>Safe Behaviors</u>	<u>Coordinates</u>
1. Walking in a crosswalk	F-13
2. Helmet on skater	D-11
<u>Unsafe Behaviors</u>	<u>Coordinates</u>
1. Crossing without crosswalk	A-17
2. Riding in back of pick-up truck	D-16

Note: A limited number of class sets of the “Our Town” map are available at no charge. Contact DRSR@tmcec.com





**“OUR TOWN” MAP OF DOS AND DON'TS
(Student Worksheet)**

Safe Behaviors

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Coordinates

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Unsafe Behaviors



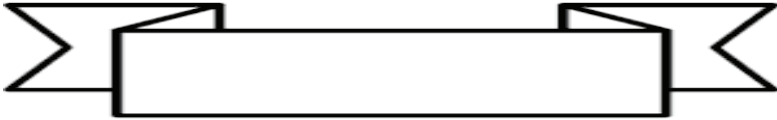


- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Coordinates

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

WRISTBANDS

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1															1
2															2
3															3
4															4
5															5
6															6
7															7
8															8
9															9
10															10
11															11
12															12
13															13
14															14
15															15
16															16
17															17
18															18
19															19
20															20
															

TRAFFIC SAFETY MATCH-UP

Learning Objectives: Students will

Kindergarten, First, & Second Grade Objectives:

1. Explain the purpose for having rules and identify rules that provide order, security, and safety at home, school, and play.
2. Identify the purpose of protective equipment such as safety belts, helmets, and elbow and knee pads.
3. Apply critical thinking skills by interpreting information from pictures.
4. Express ideas verbally based on knowledge and experiences.
5. Work productively with others in teams.

Third Grade Objectives:

1. Explain the need for obeying safety rules at home, school, and during play.
2. Identify the purpose of protective equipment such as safety belts, helmets, and elbow and knee pads.
3. Apply critical thinking skills by interpreting information from pictures.
4. Express ideas verbally and in written form based on knowledge and experiences.
5. Work productively with others in teams.

TEKS:

Kindergarten TEKS:

ELAR K.1A-D; SS K.13C; Health K.2A,B,D&E

First Grade TEKS:

ELAR 1.1A-D; SS 1.16B; Health 1.2B,F&G

Second Grade TEKS:

ELAR 2.1A-D; SS 2.15A&D; Health 2.2B&C, 2.3A, 2.5C

Third Grade TEKS:

ELAR 3.1A-D; SS 3.14B; Health 3.2A&E, 3.6D

TRAFFIC SAFETY MATCH-UP Kindergarten through 3rd Grade

Materials Needed (Traffic Safety Match-Up cards are available free from DRSR in limited quantities. Please contact DRSR at drsr@tmcec.com for availability):

Kindergarten Materials Needed:

A set of the cards labeled #2, #3, #4, #5, #12, #14, A, C, D, E, L, & N of the Safety Match-Up cards, a five to six foot piece of yarn or string

First & Second Grade Materials Needed:

Sets of cards labeled #2, #3, #4, #5, #12, #14, A, C, D, E, L, & N of the Safety Match-Up cards, copies of the attached Safe/Unsafe Signs for each group of students

Third Grade Materials Needed:

Sets of #1, #2, #3, #4, #5, #6, #10, #12, #14, #15, A, B, C, D, E, F, J, L, N, & O of the Safety Match-Up cards

Vocabulary:

Kindergarten, First, & Second Grade:

Bicycle, elbow pads, helmet, in-line skates, knee pads, order, rules, safety, security, skateboards

Third Grade:

Bicycle, elbow pads, helmet, in-line skates, intersection, knee pads, order, pickup, rules, safety belts, skateboards

Teaching Strategy: Steps 1 & 2 are the same for all grades. Steps 3 to the end are differentiated for each grade.

1. Introduce the lesson by asking students to share rules that they have to follow at home. Have students explain the purpose of the rules. Lead students to conclude that rules provide order, security, and/or safety.
2. Ask students to share with the class what safety measures they practice when they are participating in activities such as bicycling, skating, and riding in a car or on the school bus. Discuss the dangers of not following safety rules when engaging in these activities.



Kindergarten Teaching Strategy:

3. Preceding the lesson, lay a five to six foot piece of yarn or rope on the floor. A piece of masking tape may also be used, if desired. Have the students sit in a circle around the line.
4. Divide students into teams of two. Give each team one of the selected Safety Match-Up cards. Point out the line on the floor. Explain to students that they are going to play a game about traffic safety. If their card has a picture of a child who is not following safety rules, they will place the card on the left side of the line. If their card has a picture of a child who is following safety rules, they will place their card on the right side of the line.
5. To begin the activity, tell the class that the team who has the card with a number two in the bottom corner of their card will go first. Ask the team to show the class their card and describe to the class what is happening in the picture.
6. Ask the team whether the child in the picture is following safety rules. (The answer is no, the child is riding a bicycle without a helmet.) Have them place the card on the left side of the line.
7. Tell students that one of the teams has a card that shows a child who is doing the same activity, but that child is following one of the bicycle safety rules. Ask who has the card. Have the team show their card to the class and describe how the child in the picture is following bicycle safety rules.
8. Ask the team to place their card on the right side of the line opposite the first card.
9. Inquire if another team has a card picturing a child who is not following safety rules. Have the team show the class their card and describe what is happening in their picture. They will place their card on the left side of the line. Ask who has the card that shows a child who is following safety rules for the same activity. Have the team show their card to the class and describe how the child in the picture is following safety rules.
10. Continue the game until all teams have placed their card on the floor. Debrief the activity by asking students why they think some children do not always follow safety rules. Have students share why everyone should follow traffic safety rules.





First & Second Grade Strategy:

Divide the class into groups of two or three students each. Give each group a set of the selected Safety Match-Up cards and a Safe and Unsafe Sign. Explain to students that their set of cards contains pictures of children who are bicycling, in-line skating, skateboarding, or riding in a car or school bus. Some of the children are safe because they are following safety rules and some are unsafe because they are not following safety rules.

Instruct students to place the Unsafe Sign and Safe Sign beside each other on their desks or on the floor. The Unsafe Sign should go on the left and the Safe Sign on the right. Explain that each team will sort their cards by placing a card with a child who is not following safety rules under the Unsafe Sign and then placing the card with a child doing the same activity but is following safety rules under the Safe Sign. Students will then sort the remainder of the cards by placing unsafe and safe corresponding activities under the correct signs opposite each other.

1. After students have finished sorting the cards, verify the correct answers by having students explain how they sorted their cards. Encourage students to describe the unsafe and safe activities pictured on their cards.
2. Debrief the activity by asking students why they think some children do not always follow safety rules. Have students share why everyone should follow traffic safety rules.

First Grade Follow-Up Activity:

Divide the class into groups of two to four students each. Using the 12 Safety Match-Up cards, have students play a game of Concentration by matching safe and unsafe activities.

Second Grade Follow-Up Activity:

Have students write a cause and effect sentence to describes one of the unsafe and safe situations pictured on the Safety Match-Up cards.



Third Grade Strategy:

Divide students into pairs. Assign one student to be student A and their partner to be student B. Tell students that every year over 300,000 children go to hospital emergency rooms because of bicycle-related injuries. Announce that all of the A's should tell the B's some bicycle safety rules.

After 10 seconds have passed, say “switch” and tell the B's to talk to the A's about more bicycle safety rules. After 10 seconds, tell students to “stop.” Invite students to share the information that they exchanged with their partners concerning bicycle safety.

1. Now tell students that thousands of 5-14 year-old kids also receive medical treatment because of skateboarding, in-line skating, and roller skating injuries. Tell the B's to talk to the A's about safety equipment that should be worn during these activities.
2. After 10 seconds have passed, say “switch” and tell the A's to talk to the B's about safety rules for skating and skateboarding. Have students stop after 10-15 seconds. Invite students to share some of the information that they exchanged with their partners concerning skating and skateboarding equipment and safety rules.
3. Tell students that there are safety rules that should be followed on school buses. Announce that all of the A's should tell the B's some school bus safety rules.
4. After 10 seconds have passed, say “switch” and tell the B's to talk to the A's about safety belt laws for children and adults in cars. Have students stop after 10-15 seconds. Invite students to share some of the information that they exchanged with their partners concerning bus safety and safety belt use. Point out to students that in Texas the law requires that children under the age of 8 ride in a booster seat, unless they are 4'9” or taller.
5. Regroup students into groups of three or four. Give each group a set of Safety Match-Up cards. Explain to students that they are going to play a game about traffic safety.
6. Have students place individual cards down on the table.
7. Taking turns, each student will turn two cards up in an attempt to match the unsafe and safe practice of each activity pictured. (Example: The card with a child wearing a helmet while riding a bicycle matches the card with a child without a helmet riding a bicycle.)
8. If the cards match, the student will pick up the cards and get another turn. If the cards do not match, the student will turn the cards face down and then it becomes another student's turn to try to make a match.
9. The student with the most matched cards in each group wins.





Follow-Up Activity:

Students will choose a matching pair of Safety Match-Up cards. They will write a short persuasive essay to convince children to follow the pictured safety rule or law. The essay will include a topic sentence with supporting details.

Extension for Gifted/Talented:

Kindergarten Extension:

Give each student a set of Safety Match-Up cards from #2, #4, #5, and/or #12. Have them choose the card that they think is the most unsafe situation and defend their choice.

First Grade Extension:

Have students interview 6-10 classmates. They will survey the selected classmates and ask them whether they wear a helmet when riding a bicycle. Students will represent survey findings through the creation of a picture or bar graph.

Second Grade Extension:

Using Safety Match-Up cards C and D for reference, students will compare and contrast bicycling and skating on a Venn Diagram or chart.

Third Grade Extension:

Students will create a Safety Words Vocabulary Book. Each page of the book will feature the safety vocabulary word, a brief definition, and an illustration/picture to represent the word. The pages will be bound in a book for the class library or for younger students to read.

K-2 GRADE SAFETY MATCH-UP ANSWER KEY

NOT FOLLOWING SAFETY RULES	FOLLOWING SAFETY RULES
(2) Child without helmet riding bicycle	(C) Child with helmet riding bicycle
(3) Toddler sitting in the back seat of car using a safety belt	(A) Toddler in car seat
(4) Child in-line skating without helmet, elbow, or knee pads	(D) Child in-line skating with helmet, elbow, and knee pads
(5) Child leaning out of the school bus window	(E) Child sitting in seat on a school bus
(12) Bicycle rider does not have hands on the handle bars	(L) Bicycle rider has hands on the handle bars
(14) Bicycle rider is pulling the skateboarder (skitching)	(N) Bicycle rider is riding next to skateboarder

3rd GRADE SAFETY MATCH-UP ANSWER KEY

NOT FOLLOWING SAFETY RULES	FOLLOWING SAFETY RULES
(1) Skateboarding without a helmet	(B) Skateboarding with a helmet
(2) Child without helmet riding bicycle	(C) Child with helmet riding bicycle
(3) Toddler sitting in the back seat of car using a safety belt	(A) Toddler in car seat
(4) Child in-line skating without helmet, elbow, or knee pads	(D) Child in-line skating with helmet, elbow, and knee pads
(5) Child leaning out of the school bus window	(E) Child sitting in seat on a school bus
(6) Driver of car not wearing a safety belt	(F) Driver of car wearing a safety belt
(10) Riding bicycle across an intersection	(J) Walking bicycle across an intersection
(12) Bicycle rider does not have hands on the handle bars	(L) Bicycle rider has hands on the handle bars
(14) Bicycle rider is pulling the skateboarder	(N) Bicycle rider is riding next to skateboarder
(15) Riding in back of a pickup truck	(O) Riding in the cab of a pickup truck

SAFE



UNSAFE



TRAFFIC SAFETY MATCH-UP

Fourth Grade

Learning Objectives: Students will

1. Analyze the traffic safety components of children's activities.
2. Recognize safe and unsafe practices.
3. Create a traffic safety message.


TEKS: SS 4.19B, 4.21A

Materials Needed: Sets of cards (Traffic Safety Match-Up cards are available free from DRSR in limited quantities. Please contact DRSR at drsr@tmcec.com for availability, construction paper, markers, and research sources

Vocabulary: Skateboards, in-line skates, jaywalking injury, statistics

Teaching Strategy:

1. Before the lesson, divide the class into small groups of students to research collision statistics involving bicycles, in-line skates, and skateboards. Have each group illustrate their research in a pie chart or bar graph. Some statistics about these subjects can be found on the DRSR website in the Information Sheets (<https://www.tmcec.com/drsr/educators/lessons-and-curriculum/publications/>).
2. When each group has completed their graph, have them use the graph to answer the following questions:
 - Which has the worst traffic safety record?
 - Why do you think that category has the most collisions?
 - What can be done to prevent injuries?
 - Which has the best traffic safety record?
 - Why do you think that category has the least collisions?
3. After discussing their answers to the questions, ask students to share with the class what traffic safety measures they practice when engaged in recreational activities, such as bicycling and skating. Commend traffic safety practices that students reveal. Ask students to speculate on why all children do not always follow safety rules.
4. Divide students into groups of three or four. Give each group a set of cards. Explain to the students that they are going to play a game about traffic safety.
5. Place individual cards face down on the table.
6. Taking turns, each student will turn two cards up in an attempt to match the safe and unsafe practice of each activity shown, such as a child with a helmet riding a bicycle matched with a child without a helmet riding a bicycle.

- 
7. If the cards match, the student will pick up the cards and get another turn. If the cards do not match, the student will turn the cards face down and then it becomes another student's turn to try to make a match.
 8. The student with the most matched cards in each group wins.
 9. After all the cards have been matched, each student will choose one pair of his or her cards to create a poster or bumper sticker to illustrate traffic safety factors about that pair. Encourage students to create a catchy phrase, making a pun or play on words so that the phrase will be easily remembered. For example, "Risky Business: Skating Without a Helmet."
 10. The bumper sticker will be printed in bold lettering on a 4" x 8" piece of construction paper. Make a bulletin board with all the bumper stickers to demonstrate many different traffic safety practices.

Follow-Up Activities:

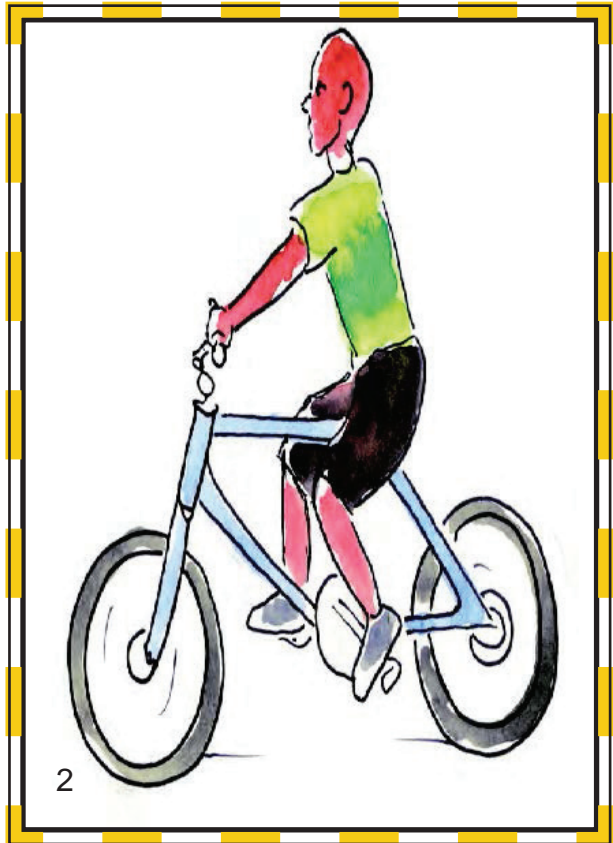
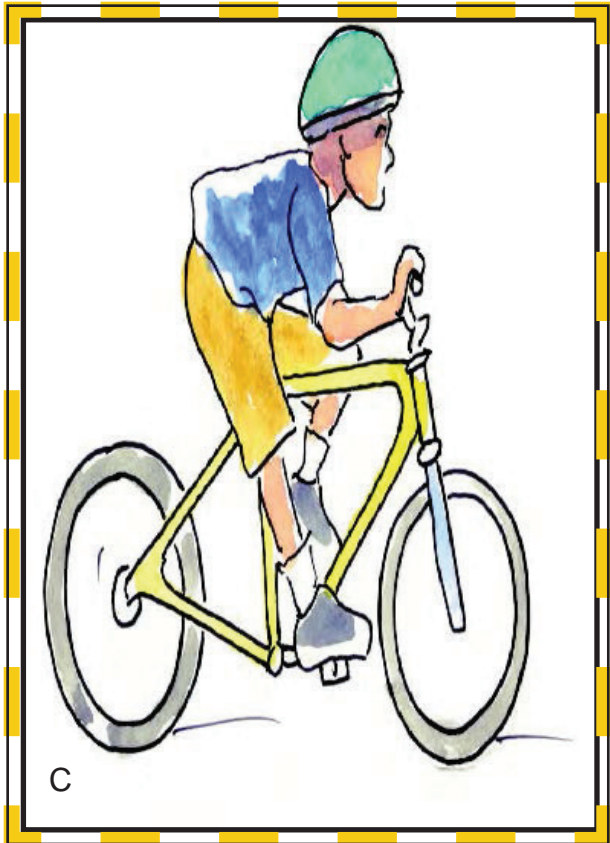
- Invite an emergency room physician, nurse, or emergency medical services (EMS) technician to speak to the class about the consequences of not following standard safety rules when riding a bicycle or skateboard.
- Invite your state legislator or city council member into your class to discuss what state and city laws or ordinances apply and how laws are made.
- Invite a municipal judge to your class to explain the traffic offenses in your city.

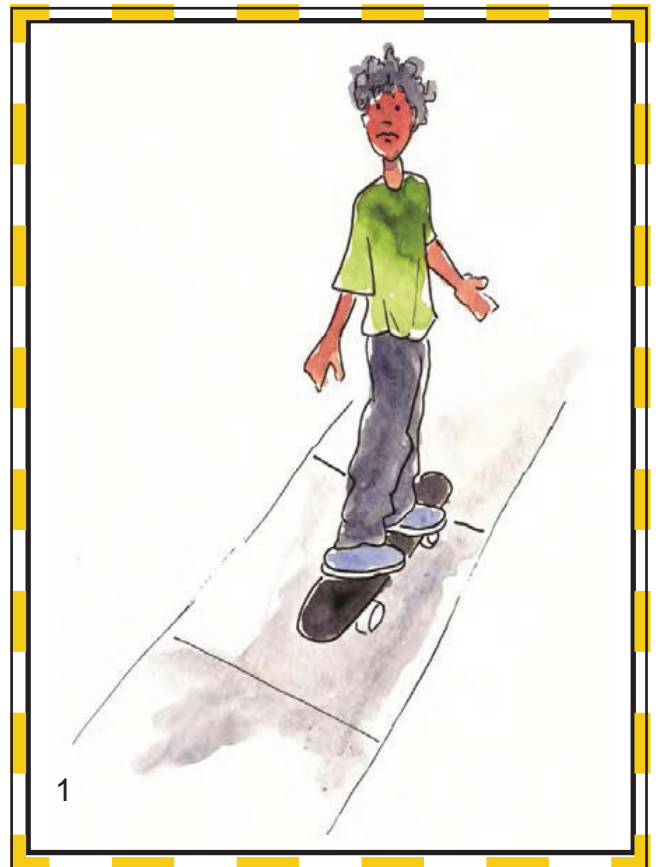
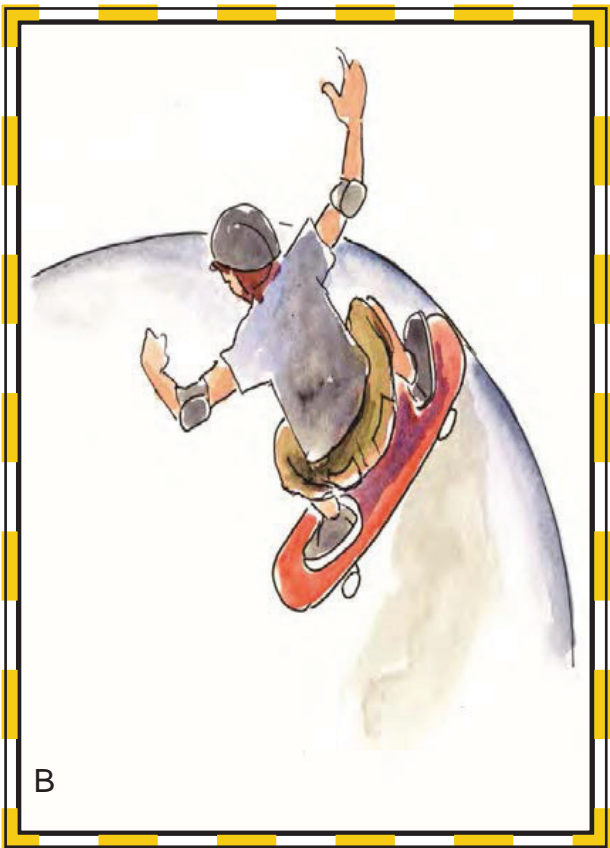
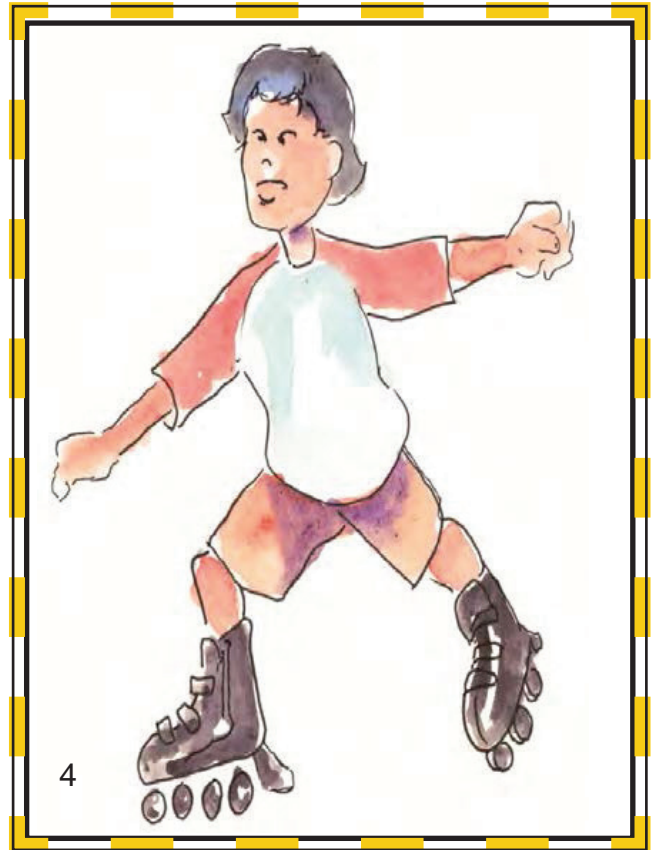


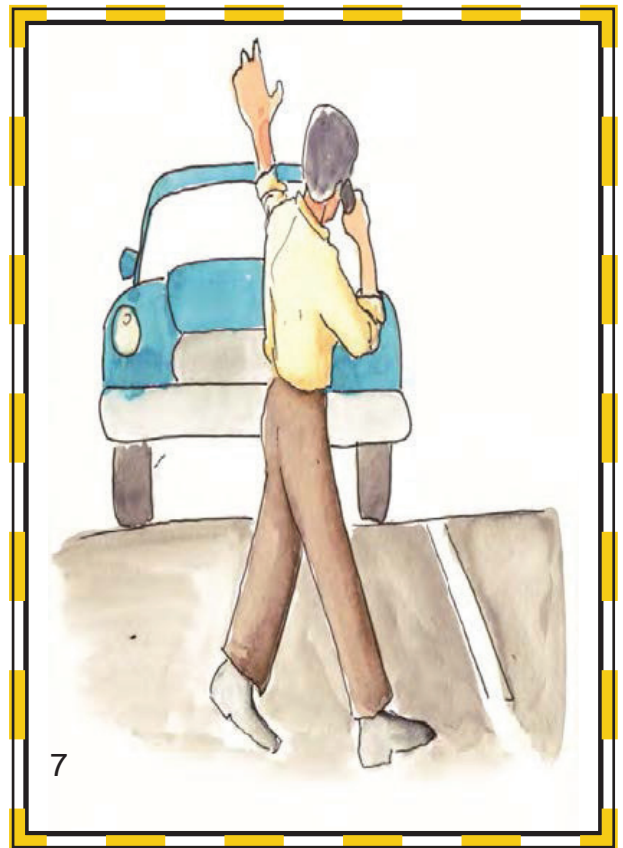
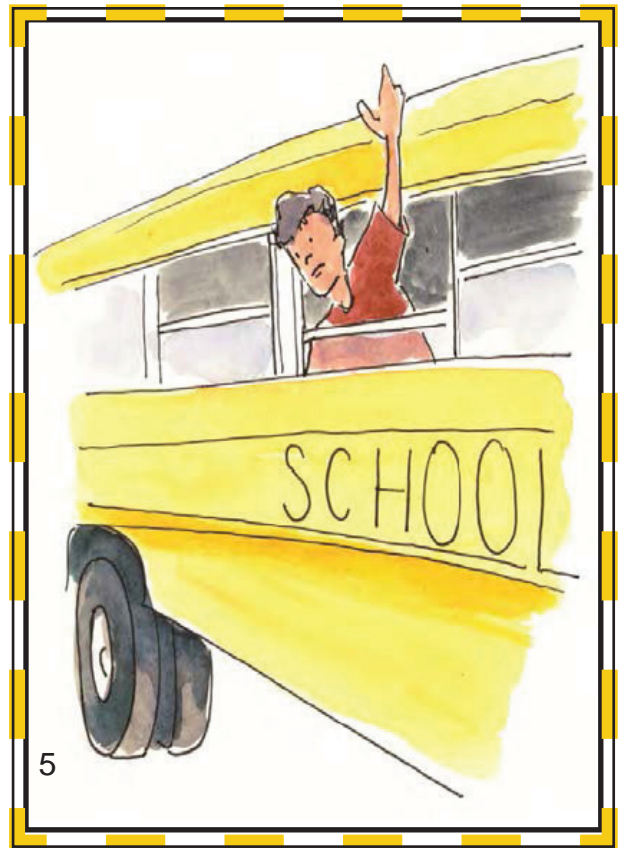
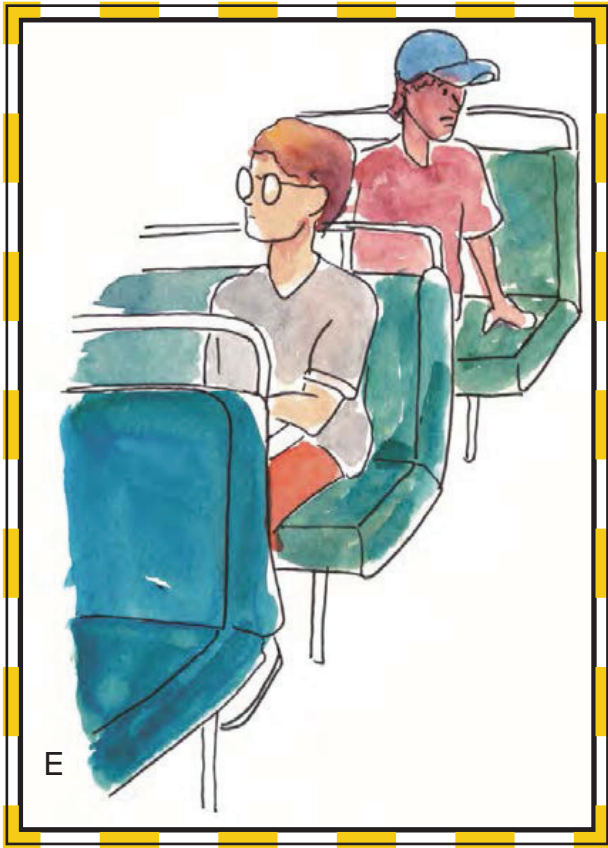
Extension for Gifted/Talented:

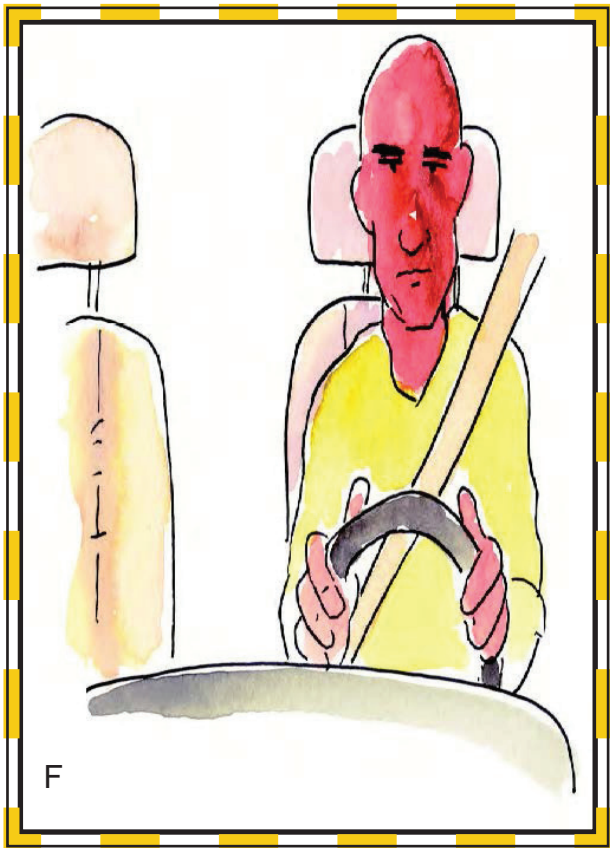
Students will create 30-second advertisements, complete with a poem or jingle, to go with one of the bumper stickers.

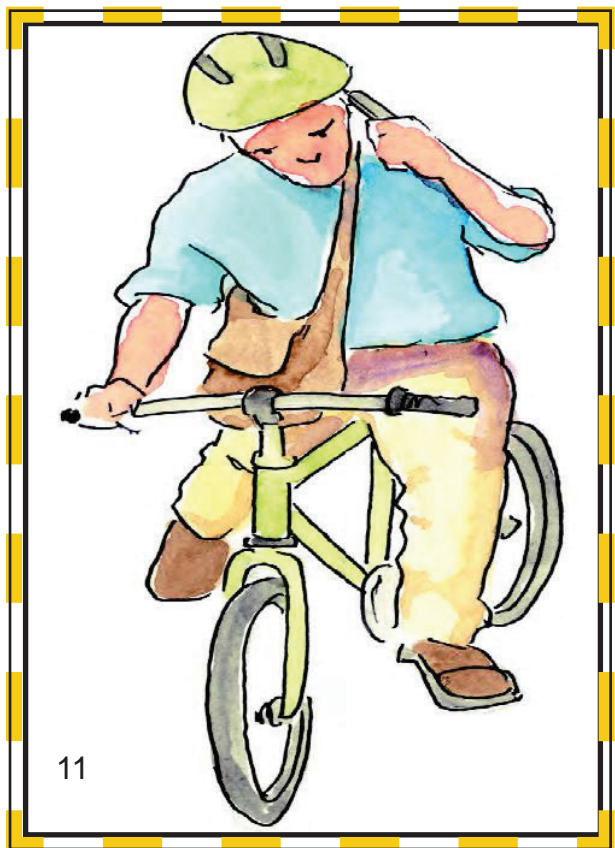
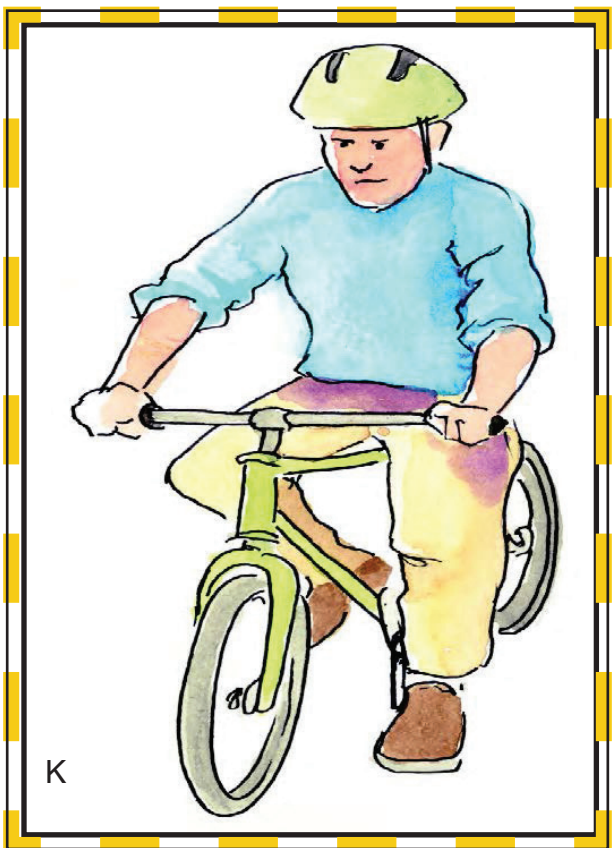
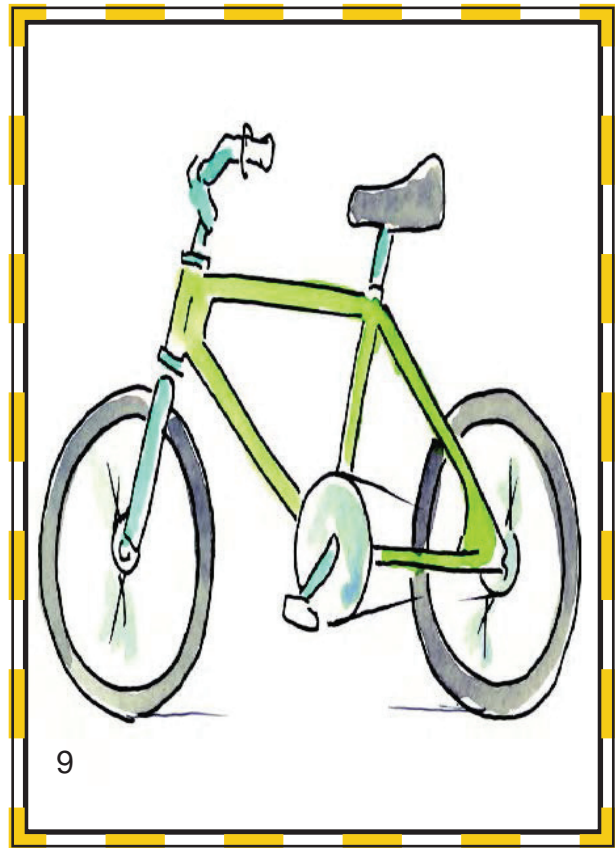


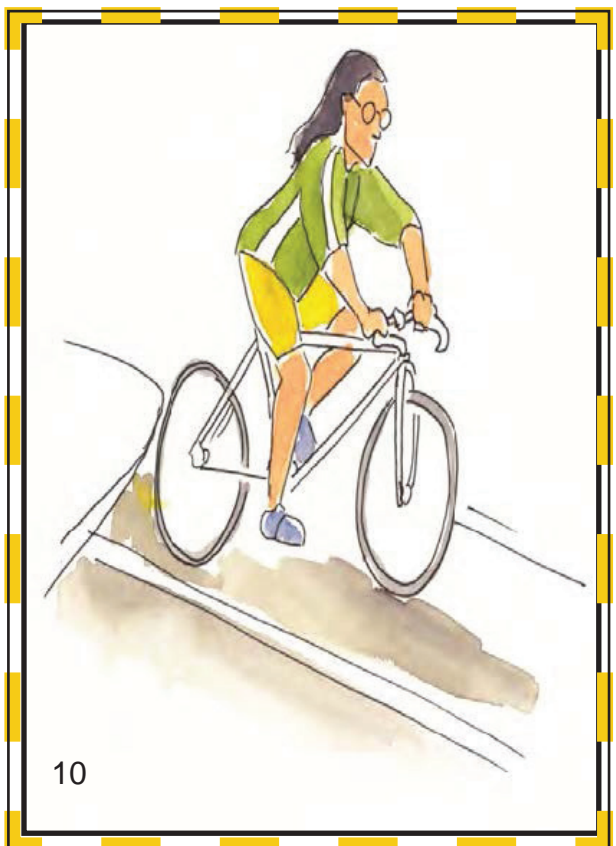
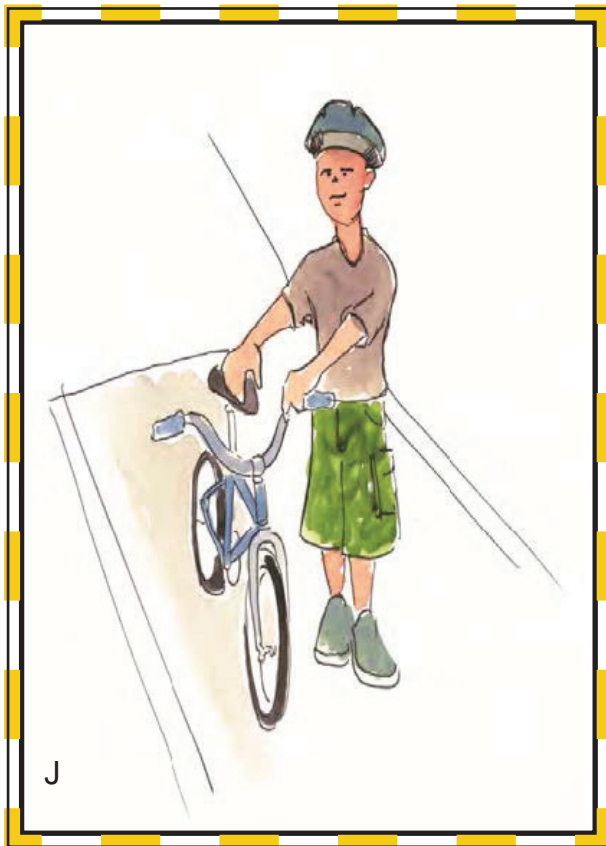
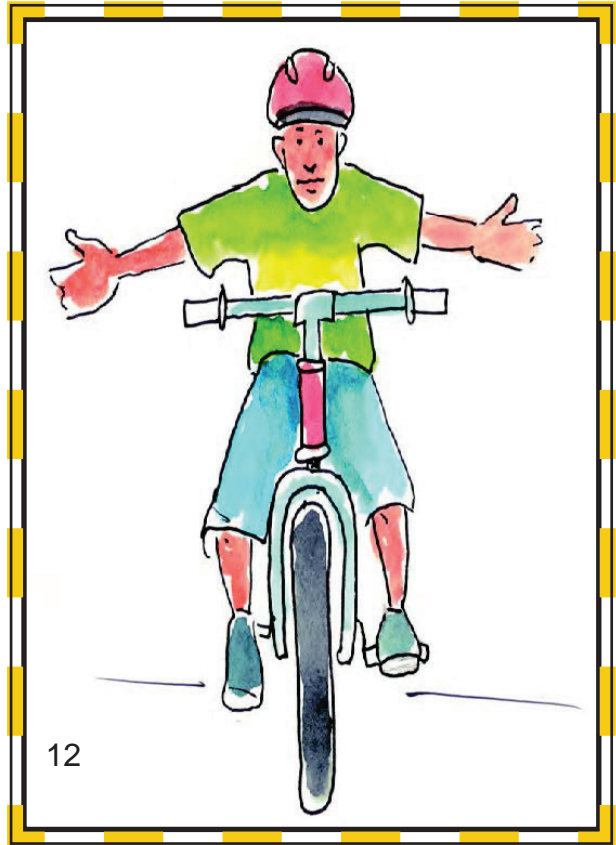
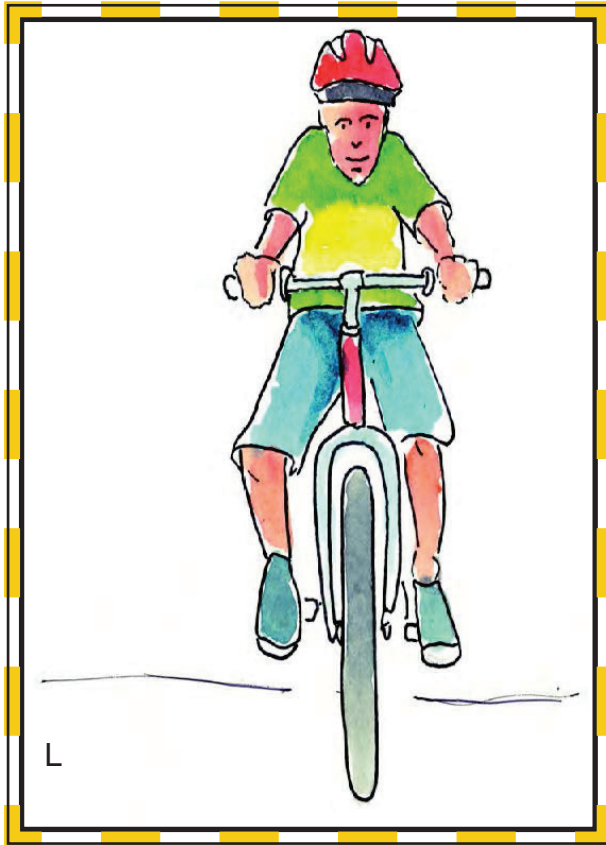


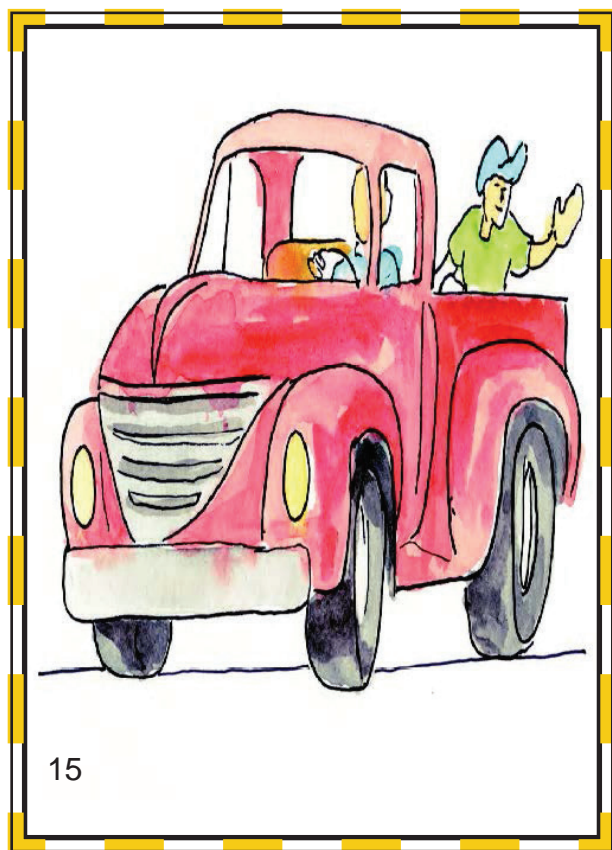
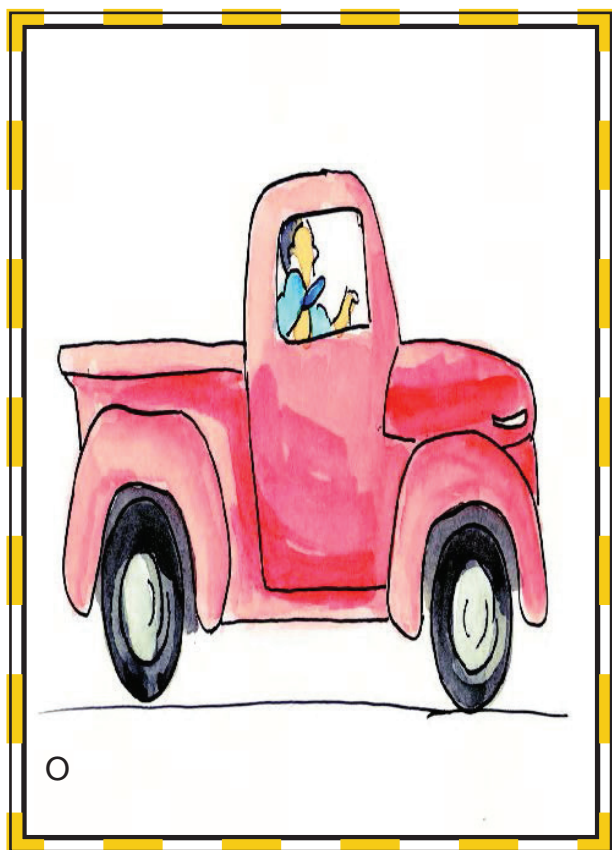














TEACHING TRAFFIC SAFETY THROUGH PICTURE BOOKS

Learning Objectives: Students will

1. Identify safe practices and laws related to pedestrians, bicyclists, skate boards, motorists, and more.
2. Recognize common signs related to safety.

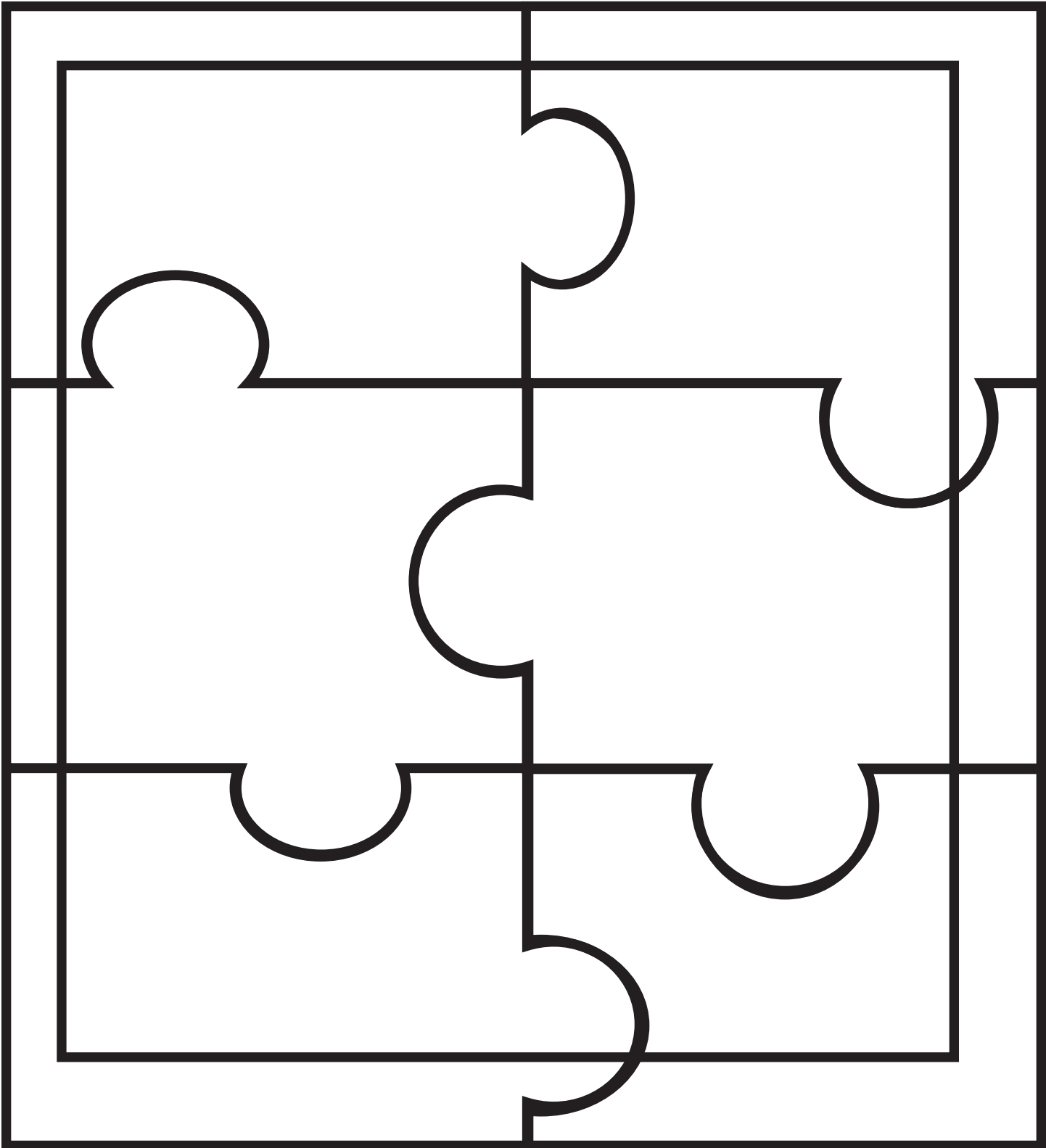
Materials Needed: Children's picture books; puzzle handout; envelope.

TEKS: ELAR K.1A&C, 1.1A&C, 2.1A&C; SSK.7B, K.8A, K.13A, K.14A; 1.10A&B, 1.11A&B, 1.12A, 1.16A, 1.17A; 2.8A&B, 2.10A&C, 2.15B, 2.16A

Teaching Strategy:

1. Read one of the listed story books on traffic safety from the attached list that accompanies the lesson.
2. Discuss with students the key safety points outlined in the book.
 - What is this book about (identify the topic)?
 - Why do you think the author wrote this book?
 - What safety rules are in this book?
 - Why are rules important?
3. Ask students:
 - Have they ever been in a similar situation or injured as described in the book?
 - What happened?
 - Could it be avoided? How?
 - Why is it important to be careful?
 - How can injuries be prevented?
4. Pass out the attachment Safety Puzzle attachment printed on heavy card stock. Instruct students to draw and then color a picture of a person engaging in an activity while staying and being safe. The picture may show them helping a younger brother or sister be safe or being safe with friends. Students should give their puzzle a title and sign their puzzle.
5. Puzzles can then be cut into pieces and placed in envelopes. Students can exchange puzzles and put them together. Depending on age of the students, teacher may need to cut the pieces for them with sharp scissors.

Note: This is an excellent activity for a parent, older student, or classroom guest to do with students. Before cutting the artwork into pieces, the teachers might scan or photograph them for a bulletin board collage. It might also be helpful to write student's initials on the back of each piece so that they can be easily sorted if they get mixed up.





TEACHING TRAFFIC SAFETY
An Annotated Bibliography of Books

Barraclough, Sue. **Road Safety (Stay Safe)**. Heinemann-Raintree, 2007, ISBN: 978-1403498601.

A great book for young readers, this simple text is all about road safety. Children learn how to stay safe in a variety of situations on and near the road. Colorful illustrations depict different ways to stay safe.

Berenstain, Jan & Berenstain, Mike. **The Berenstain Bears: Safe and Sound!** Harper Festival, 2009, ISBN: 978-0060573911.

Mama Bear reminds Brother and Sister Bear to stay safe while riding their skateboards. However, wearing helmets isn't cool in their neighborhood. This book addresses a very real dilemma most kids eventually face: when what is cool and what is safe don't mesh. Part of the beloved Berenstain Bears series, **Safe and Sound** will generate important conversations about how to navigate the all-too-common peer pressure to do things that are not safe.

Berenstain, Stan & Berenstain, Jan. **The Bike Lesson**. Random House Books for Young Readers, 1964, ISBN: 978-0394800363.

If you've ever taught a lesson by demonstrating what not to do, then you'll relate to this classic Berenstain Bears' tale. In this rhyming story, Papa bear teaches Junior to ride a bike by making lots of silly mistakes. As this book is one of the earlier works by Stan and Jan Berenstain, the beloved bears are a little smaller than their more famous counterparts.


Boelts, Maribeth. **A Kid's Guide to Staying Safe on the Streets**. The Rosen Publishing Group, Inc., 1997, ISBN: 0-8239-5080-8.

This nonfiction safety guide covers a range of street safety topics – from not accepting rides from strangers, to crossing the street. Kids learn when it's appropriate to dial 911, and how to choose safe walking routes. Both an index and glossary of important terms are included at the end the book.

Brown, Marc & Krensky, Stephen. **Dinosaurs Beware! A Safety Guide**. Little, Brown Books for Young Readers, 1984, ISBN: 978-0316112192.

Dinosaur lovers will enjoy this well-illustrated guide that covers a wide range of safety topics including water, car, playground, and cold weather safety, to name a few. This comprehensive book briefly covers approximately 60 safety topics in all, and is part of the **Dino Life Guides for Families** series.

Crews, Donald. **School Bus**. HarperCollins Children's Books, 1984, ISBN: 0-688-12267-1.



This emerging reader text is all about school buses. Using short, simple sentences this text follows a school bus on a typical day. Bright illustrations depict important safety signs, including stop and walk, creating opportunities to lead very young children in a discussion about bus safety.

Culyer, Margery. **Please Play Safe! Penguin’s Guide to Playground Safety.** Scholastic Press, 2006, ISBN: 0439528321.

A topic relevant to every school day – playground safety! Penguin and friends help children learn how to make everyday safe on the playground. The text encourages participation by following each safety mishap with the question, is that right? Students learn to distinguish between appropriate and inappropriate playground behavior with trusty and lovable Penguin as their guide.

Donahue, Jill L. **Ride Right: Bicycle Safety (How to Be Safe!).** Picture Window Books, 2008, ISBN: 978-1404848177.

Young children learn the basics of bike safety such as wearing a helmet, riding a bicycle that is the proper height, and testing to make sure the brakes work before taking off on a bike. Colorful illustrations help engage emerging readers in the important topic of bicycle safety.

Duncan, David. **Dude, Where’s Your Helmet?** Rocky Mountain Books, 2009, ISBN: 978-1-897522-59-2.

This realistic fictional account follows outdoor enthusiast, Dan, as he engages in a variety of activities, such as rock climbing, mountain biking, and skiing. In each case, Dan remembers all his safety equipment (depicted with diagrams), but his risky friends always forget their helmets and wind up in the hospital. Eventually, Dan starts reminding his friends to bring their helmet along, and fun and safety ensue.

Fielder, Dawn. **Don’t Monkey Around with Safety in a Car.** Texas Municipal Courts Education Center, 2012, ISBN: 978-0-9853002-1-0.

Fielder, Dawn. **No Juegues con la Seguridad en un Carro.** Texas Municipal Courts Education Center, 2012, ISBN: 978-0-9853002-2-7.

Marigold realizes that she left her tutu at home while in the car with her mother. This scenario serves as the basis for an important lesson for Marigold: it is not safe to text while driving. Another roadway scenario also helps Marigold learn the dangers of alcohol-impaired driving. With vibrant illustrations and an easy-to-follow story, this book is sure to help teach young people some invaluable car safety lessons. This title is also available in Spanish.



Fielder, Dawn. **Don't Monkey Around with Safety on Field Trips.** Texas Municipal Court Education Center, 2010, ISBN: 978-0-615-38632-4.

Fielder, Dawn. **No Hagas Payasadas Durante Paseos Escolares: La Seguridad no es un Juego.** Texas Municipal Court Education Center, 2010, ISBN: 978-0-615-38868-7.

Mrs. McGee's class of monkeys is taking a field trip to a museum. To prepare, the class signs a safety contract outlining safe behavior on field trips. Protagonist Marigold reminds her classmates of rules for traveling safely on a bus as they head to the museum. However, Marigold is confronted with a safety dilemma when she drops her beloved marigold hair clip in front of the bus. This fictional text shows how Marigold safely handles this dilemma, and how Mrs. McGee's class is able to have a fun and safety-filled day at the museum! This title is also available in Spanish.

Florence, Sarah. **Safety on the School Bus.** The Rosen Publishing Group, Inc., 2001, ISBN: 0-8239-8111-8.

A short and very basic text, **Safety on the School Bus** is written for the emerging reader. Photographs show the main character as he follows the rules – such as staying seated – on his school bus ride. Although the text does not address why these rules are important, it does serve as a springboard for key bus safety discussions in the early elementary classroom.

Hartmann, Jennifer D. Kristofur Kitty: **Crossing the Street.** Dorrance, 2003, ISBN: 978-0805953886.

Kristofur Kitty learns the rules for crossing the street safely in this rhyming book. Children will learn alongside furry Kristofur to look left, right, and left again before crossing any road.

Hoban, Tana. **I Read Signs.** HarperCollins Children's Books, 1983, ISBN: 0-688-02317-7.

This picture book includes 30 photographs of common signs. Each photograph includes some text to help emerging readers learn to understand and engage with the world of signs around them. Among the photographs included are important safety signs such as "don't walk," "keep out," and "railroad crossing."

Kelman, Marcy. **Handy Manny: Safety First!** Disney Press, 2009, ISBN: 978-142311767-4.

Kids learn both Spanish and safety as they follow Manny and his personified tools through their town. Sprinkled with Spanish words, this fictional text covers a range of safety topics from wearing protective gear to crossing the street properly to only swimming while a lifeguard is on duty. There is a Spanish-English dictionary at the end of the text that provides the English translation and pronunciation of the Spanish words found throughout the story.



Leaney, Cindy. **Look Out! A Story About Safety on Bicycles.** Rourke Publishing LLC, 2004, ISBN: 1-58952-744-5.

The Hero Club kids are teased for wearing helmets while riding their bicycles. That does not stop them however from helping out Tom, one of the teasers, when he falls off of his bicycle into the road. These heroic kids know just what to do in a real emergency – they call 911 and wait for help. In this safety story, Tom learns about both bike safety and treating others with kindness.

Llewellyn, Claire. **Watch Out! On the Road.** Barron's Educational Series, Inc., 2006, ISBN: 0-7641-3324-1.

Readers learn all about street safety in this early elementary level text. Author Claire Llewellyn teaches children techniques for crossing the street carefully in a variety of situations. Questions throughout the text assist teachers in engaging students in essential discussions about safety.

Loch, Lillian. **Be Careful, Lulu!** Texas Municipal Courts Education Center, 2012, ISBN: 978-0-9853002-0-3.

Loch, Lillian. **!Ten Cuidado, Lulú!** Texas Municipal Courts Education Center, 2012, ISBN: 978-0-9853002-3-4.

Lulu is a young cat whose uncle imparts numerous traffic safety lessons upon her, including the importance of wearing a helmet, following traffic signs, staying on the crosswalk when crossing the street, and many more. Colorful and often humorous artwork helps **Be Careful, Lulu!** get its important traffic safety messages across to Texas' youth. This title is also available in Spanish.

Lochridge, Hope. **Safe, Not Sorry.** Texas Municipal Courts Education Center, 2013, ISBN: 978-0-9899505-0-3.

Lochridge, Hope. **Actúa Seguro Sin Arrepentirse.** Texas Municipal Courts Education Center, 2013, ISBN: 978-0-9899505-2-7.

This sticker book covers a wide array of traffic safety issues: booster seats, things car passengers should not do, bus safety, bicycle safety, walking safety, and many more. Stickers saying “yes” or “no” can be placed throughout the book on safe or unsafe actions. Using dogs as the characters in **Safe, Not Sorry** is sure to excite young readers as they learn important traffic safety lessons. This title is also available in Spanish.

Mattern, Joanne. **Safety in Public Places** (Safety First). Checkerboard Library, 2000, ISBN: 978-1577650744.

Part of the **Safety First** series, **Safety in Public Places**, teaches children a variety of safety lessons when out and about in the community. Full-page color photos provide vibrant depictions of the lessons reviewed in the text.

Mattern, Joanne. **Staying Safe at School (Safety First)**. Weekly Reader Books, 2007, ISBN: 0-8368-7799-3.

From carrying scissors to dealing with bullies, **Staying Safe at School** teaches kids how to handle all sorts of safety issues they might encounter on a typical school day. Children will have a lot of personal connections to the safety scenarios presented in this book. Furthermore, teachers will appreciate that this text reinforces many of the safety rules they emphasize day after day. As with other **Safety First** books, this topic includes a glossary and index at the end – perfect for a follow-up lesson on the common features of nonfiction text.

Mattern, Joanne. **Staying Safe in the Car (Safety First)**. Weekly Reader Books, 2007, ISBN: 0-8368-7800-0.

Staying Safe in the Car teaches kids to ride in the back seat, and to use a booster seat when they outgrow their car seat. Labeled photographs clearly illustrate how to properly buckle up in order to stay safe in the car. Children are taught tips to enhance safety during the trip (e.g., talk softly), as well as tips for a safe exit from a vehicle. A glossary at the end defines all the words bolded throughout the text.


Mattern, Joanne. **Staying Safe on My Bike (Safety First)**. Weekly Reader Books, 2007, ISBN: 0-8368-7802-7.

This book teaches the basics of bicycle safety. Kids learn to ride safely on the right side of the sidewalk, and to use the proper hand signals to let others know when they are going to turn. Vocabulary words are bolded in the text and included in a short glossary at the end.

Mattern, Joanne. **Staying Safe on the School Bus**. Weekly Reader Books, 2007, ISBN: 0-8368-7801-9.

Joanne Mattern's short and simple text addresses all aspects of school bus safety, including the bus ride itself, and the entrance and exit onto the school bus. Children learn where to wait safely for the bus' arrival, how to cross the street safely after they get off the bus, and everything in-between. Color





photographs help illustrate the safety principles discussed, and key words are defined in the glossary at the end of the text.

Mayer, Mercer. **Play it Safe**. School Specialty Publishing, 2004, ISBN: 1-57768-586-5.

A simple, yet comprehensive book about bike safety, **Play it Safe** teaches children to keep their bike well maintained, wear a helmet and bright-colored clothing, use the proper hand signals, and avoid objects in the road. Illustrations of each hand signal correspond to the text, which teaches children the proper way to alert others when they wish to turn left or right. Simple, repetitive text makes this book accessible to younger readers. The text is followed by several reading and comprehension activities, including two short quizzes. What's more, young readers will love finding the little creatures hidden among Mercer Mayer's charming illustrations!

Meiners, Cheri J. **Be Careful and Stay Safe**. Free Spirit Publishing, Inc., 2007, ISBN: 978-1-57542-211-4.

Children learn to plan ahead for emergency situations in this early elementary level text. Children are also taught how to distinguish community helpers from other strangers when seeking help. This book emphasizes relying on trusted adults and following basic safety principles in order to stay safe.

Milich, Zoran. **City Signs**. Kids Can Press Ltd., 2002, ISBN: 978-1-55337-748-1.


This picture book includes 30 photographs of common city sights. Each photograph includes some text to help emerging readers learn to understand and engage with the world of signs around them. Among the photographs included, are important safety signs such as "stop," "construction," and "railroad crossing."

Rathmann, Peggy. **Officer Buckle and Gloria**. G.P. Putnam's Sons, 1995, ISBN: 0-399-22616-8.

Gloria the police dog helps spice up Officer Buckle's rather dull safety assemblies in this Caldecott Medal winning book. Unbeknownst to Officer Buckle his sidekick police dog is acting out safety tip behind him as he dryly teaches the students a variety of safety tips. Students will be delighted by this animated pooch, who will help spark lively discussions about safety.

Schwartz, Linda. **The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers**. Learning Works, 1995, ISBN: 978-0881602708.

The format of this comprehensive book encourages kids to explore what they would do if they encountered a dangerous situation. The book presents over 50 scenarios for kids to problem-solve. After brainstorming a response, the reader has to turn the page to find out the proper way to handle



the various situations posed. Kids gain confidence as they realize they often do know how to respond safely to danger.

Shaw, Natalie. **Be Careful, Friend! (Yo Gabba Gabba!).** Simon Spotlight, 2010, ISBN: 978-1416995340.

Fans of the Gabba gang will enjoy this upbeat book while learning important safety tips. This book teaches safety basics such as wearing a helmet while riding a bike, as well as other sometimes-overlooked tips, such as how to safely get something down that is up high.

Thomas, Pat. **I Can Be Safe: A First Look at Safety.** Barron's Educational Series, Inc., 2003, ISBN: 0-7641-2460-9.

Part of the **First Look** series, this book introduces kids to the role of intuition in safety. While some texts only emphasize that strangers might be dangerous, **I Can Be Safe** teaches children the sadly more realistic truth – that sometimes people they know might do something harmful, yet it teaches this lesson in a way that isn't too scary for young readers. Children learn to listen to their intuition, and to follow some basic safety principles in order feel safe and empowered in their environment.

Wray, Jeanne. **The Safe-T Squad.** Texas Municipal Court Education Center, 2010, ISBN: 978-0-615-40878-1.


Wray, Jeanne. **El Escuadrón de Seguridad.** Texas Municipal Court Education Center, 2010, ISBN: 978-0-615-40877-4.

A concerned group of friends decide to form the Safe-T Squad (STS), after they witness their friend Adam almost get hit by a car. Whenever someone teaches someone else about safety, he or she is invited to join the group; the squad gradually expands as friends join one-by-one, teaching each other important safety lessons along the way. Readers learn along with the friends in this book to cross the street at the crosswalk, not chase after balls in the street, sit properly while riding the bus, among other essential lessons.

A Day in Municipal Court: A Coloring and Activity Book for Ages 6-12. Texas Municipal Courts Education Center, 2010.

Un día en el Tribunal Municipal. Texas Municipal Courts Education Center, 2010.

Through coloring pages, crossword puzzles, brain teasers, and other activities, children learn the ins and outs of the municipal court. This activity book outlines the municipal court's basic purpose in the community, and highlights the key participants in the courtroom. Children will begin to understand



what happens when safety issues move from the street to the courtroom. This title is also available in Spanish.

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Fielder, Dawn. **Don't Monkey Around with Safety in Your Neighborhood.** Texas Municipal Courts Education Center, 2015, ISBN: 978-0-9899505-3-4.

No Jueges con la Seguridad en tu Comunidad. Texas Municipal Courts Education Center, 2015, ISBN: 978-0-9899505-4-1.

Marigold and her brother Milton have a fun day playing in their neighborhood while following the rules of safety taught to them by their parents. This title is also available in Spanish.

Fielder, Dawn. **Don't Monkey Around With Safety on Your Bicycle.** Texas Municipal Courts Education Center, 2014, ISBN: 978-1-4841-0564-7.

No Jueges con la Seguridad al Pasear en Bicicleta. Texas Municipal Courts Education Center, 2014, ISBN: 978-1-4951-0565-4.

Marigold learns the rules and responsibilities that come with her new birthday bike. The book is supported by a bike safety poster. This title is also available in Spanish.



RULES OF THE ROAD

Learning Objectives: Students will

1. Analyze the reasons behind common traffic safety rules.
2. Apply rules and laws to simulated driving experience on the TxDOT Land game board.
3. Use decision-making skills to answer questions regarding safety rules in a game setting.


TEKS: SS 4.19B, 4.21C&D 4.22A

Materials: Each group will need the following: TxDOT Land game board, one TxDOT spinner, one set of question cards, one set of consequence cards, rules of the game, game pieces, and Traffic Safety Information Sheets

Vocabulary: Department of Public Safety, pedestrian, intersection, legislative, executive, judicial

Teaching Strategy:

1. Divide the class into groups of four and assign each member of the group one of the following topics: rules for pedestrians, rules for passengers in cars, rules for bicycle safety, and rules for in-line skating.
2. Have students assigned to pedestrians get together, students assigned passengers get together, and so forth. They should read and analyze the Traffic Safety Information Sheet for their group.
3. Give each student a “Learning Wheel” handout. Students should read and analyze the Traffic Safety Information Sheet for their group to complete the assignment.
 - Tell the students to put the name of their topic in the center of the wheel.
 - Tell them to pick the four rules they consider the most important and rewrite them in “kid friendly” language in the “Rule” space on the wheel.
 - Pick one good consequence for following the rule and write that in the “Good Consequence” section. Pick one bad consequence for NOT following the rule and write that in the section marked “Bad Consequence.”
4. When visuals have been completed, ask students to move back to their original groups of four students. Allow each member of the group five minutes to share what they have learned, using their visuals.
5. Once each member of the group has finished sharing information on their topics, explain to the



students they are about to play a board game entitled, “The Rules of the Road.” This game will require the players in the group to travel around the board by answering questions dealing with traffic safety issues from the information sheets they studied. The first player in each group to safely navigate the board from home to the mall wins.

6. Hand out the game board, one set of the playing cards, one traffic safety spinner, game pieces, Traffic Safety Information Sheets, “Learning Wheel,” and the “Rules of the Road” instructions to each group. Go over the instructions with the students. Allow students to reference the visuals created as needed to play the game.

Note: Contact TMCEC for a 2’ x 3’ version of the TxDOT Land game board (drsr@tmcec.com). Quantities are limited.

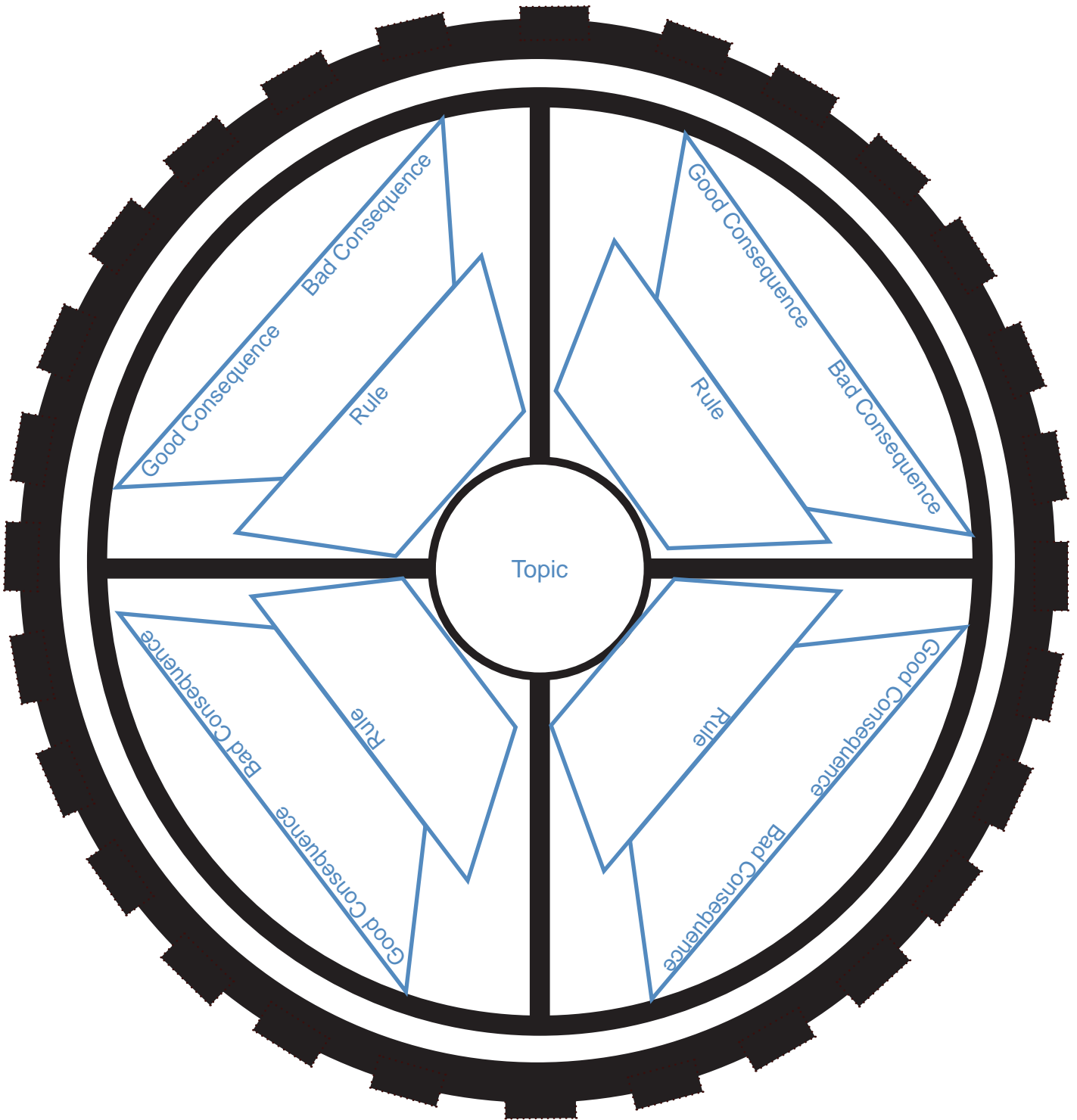
Extensions for Gifted/Talented:

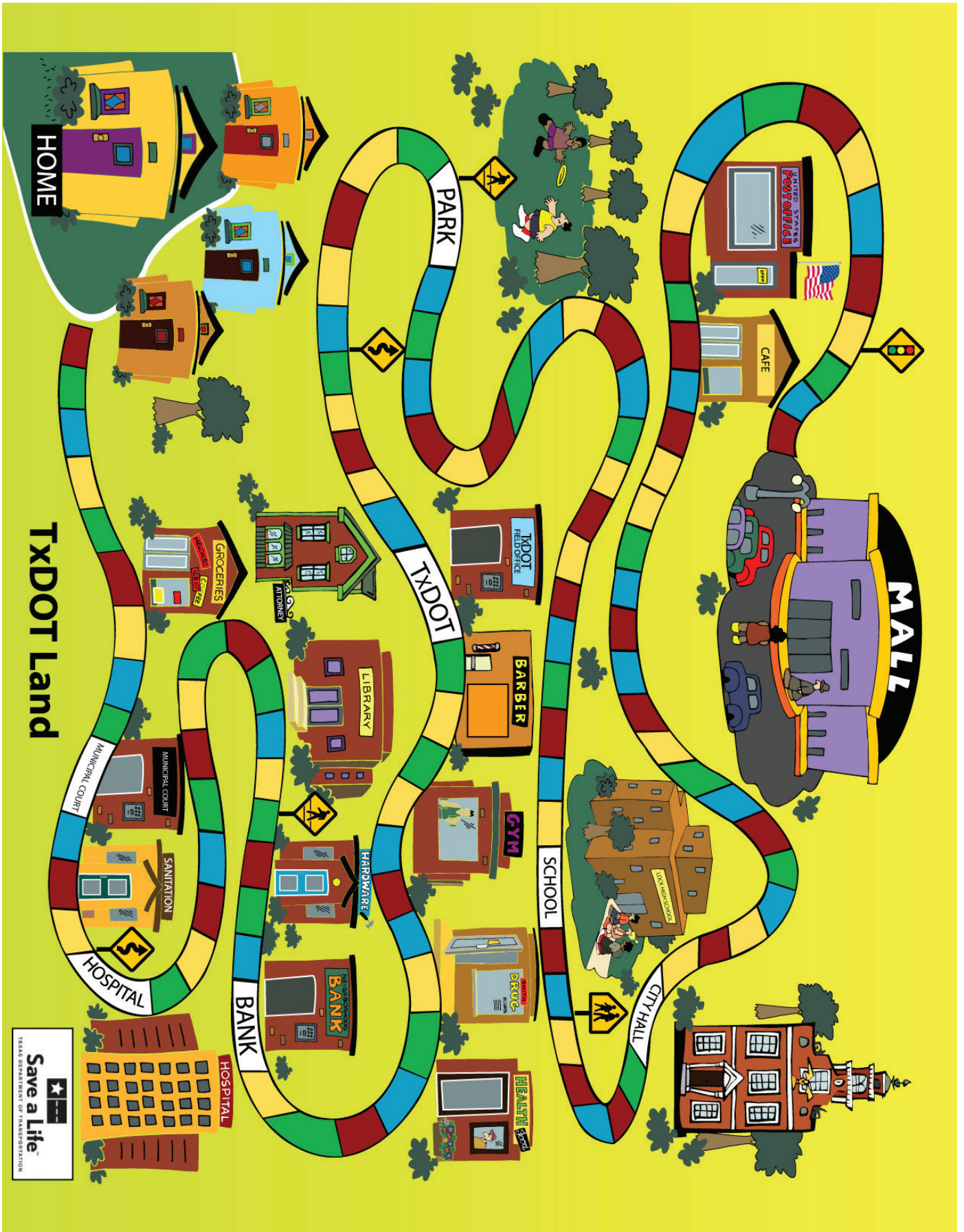
Students will create an original game piece representing the four players in the game: pedestrian, bicyclist, in-line skater/skate boarder, and car passenger. After completing the game pieces, they should design a box for the game that illustrates its purpose and goal of safety by following the rules of the road.

Students will analyze the consequences or penalties associated with breaking common traffic safety rules to determine if they are fair, strict enough, or not strict enough. If the penalties are found to be deficient in some way, students should decide how they should be changed.



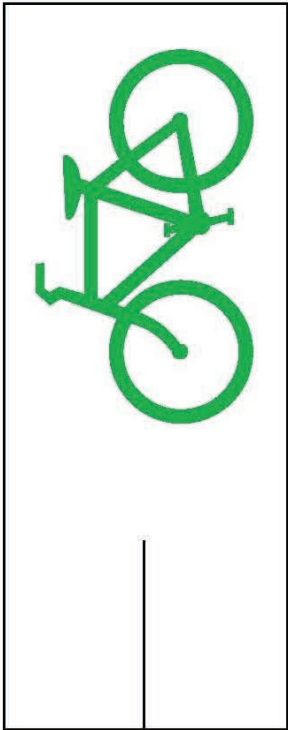
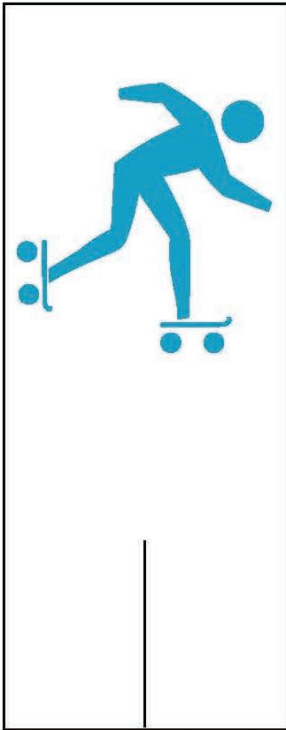
Learning Wheel






Save a Life
 TEXAS DEPARTMENT OF TRANSPORTATION

GAME PIECES/TOKENS



TRAFFIC SAFETY SPINNER





Rules of the Road Instruction Sheet

Object of the Game: To be the first player to get from home to the mall safely.

1. Set the board up, have each player choose a graphic square to use as a token, and number players ONE through FOUR.
2. Separate the playing cards into six stacks by color:

Red:	Pedestrians	Green:	Bicycle Riders
Blue:	Skateboarders & In-line Skaters	Yellow:	Car Passenger Safety
White:	Consequences	Purple:	Government

Turn the cards face down. Each card has a question, with the exception of the consequences (white) cards. The consequences cards will have an instruction for the player to be able to advance or not.

3. Instructions:
 - Play will move clockwise.
 - Player ONE spins the TxDOT spinner.
 - Player TWO draws a question card corresponding to the color on which the spinner has landed.
 - Player TWO will place the card, question side up, on the table for player ONE to read. (The pair read strategy could also be used.)
 - If player ONE answers the question correctly, he or she moves his or her game piece the number of squares indicated on the spinner.
 - If player ONE does not answer the question correctly, he or she does not advance.
 - It is now player TWO's turn to spin, with player THREE drawing the question card for player TWO. Play continues in the same manner for subsequent players.
 - If the spinner lands on white, the player should draw a white consequences card and follow the instructions.
4. Put the used cards at the bottom of each deck, face down.
5. Play continues around the board until a player reaches the mall safely.





Traffic Safety Information Sheets

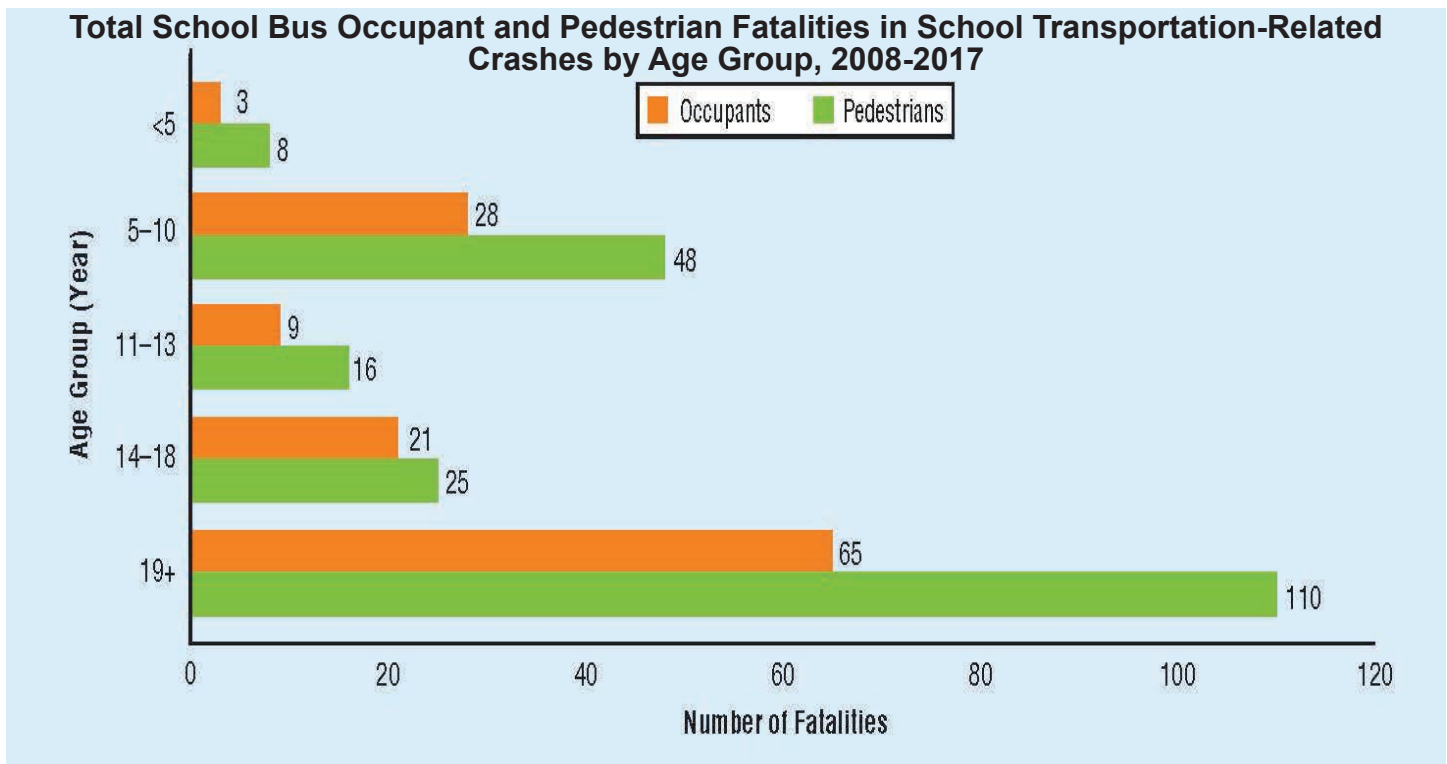
Pedestrians

- On average, a pedestrian is injured every eight minutes.
- In 2017, a total of 1,147 children, ages 14 and younger, were killed in pedestrian-motor vehicle crashes.
- Drivers are required to yield the right of way to pedestrians in crosswalks.
- Children under the age of 10 should not cross a street alone.
- Never run into the street to catch a ball or to chase a toy, friend, or pet.
- Walk — do not run — across the street.
- Look both ways (left, right, and left again) before crossing the street; cross when the street is clear and keep looking both ways while crossing.
- Cross at corners and use crosswalks whenever possible. Avoid jaywalking (crossing the street in the middle of the block).
- Always stay within the lines of the crosswalk. (Most pedestrian fatalities of children under the age of 14 occur outside of a marked crosswalk.)
- Walk on the right side of the crosswalk.
- People who cross the street outside of a crosswalk are called jaywalkers. Jaywalkers can be ticketed.
- Try to make eye contact with the drivers before crossing in front of them; you may see the driver, but the driver might not see you.
- Watch for cars that are turning or backing up.
- Look for traffic before stepping off a bus or from behind parked cars.
- Wear bright clothing in daytime and reflective clothing or tape at night.
- Hold hands with your parent or brother/sister in parking lots.
- Be careful around parked cars. Do not play in parking lots.
- Learn and follow traffic signals, signs, and laws.
- Always walk facing the traffic.

Traffic Safety Information Sheets

Pedestrians (cont.)

- Law enforcement groups responsible for keeping people safe on the roads include the City Police Department, Department of Public Safety, the Sheriff's Department, and the Highway Patrol.
- Cross busy streets at traffic signals if available. Obey all traffic signal instructions.
- Blind pedestrians carry white reflective canes with red tips to help drivers tell them from sighted pedestrians.
- It is against the law for someone to stand by the road and ask for money unless they are with a charitable organization.



Source: Fatality Analysis Reporting System (FARS) 2006-2014 Final File, 2015 Annual Report File (ARF).

Note: Occupant fatalities shown are for occupants of school buses and non-school buses used as school buses.

- In 2018, alcohol was found to be the main cause of 26% of all fatal crashes, including crashes involving pedestrian fatalities.
- In 2017, the number one cause of death for teenagers in the United States was motor crashes.

Traffic Safety Information Sheet

Car Passenger Safety

- Generally Texas law requires all passengers in all vehicles to wear seat belts.
- The safest place for children 13 years of age and under to ride in a vehicle is the back seat.
- Kids over 100 pounds and 4'9" tall will usually fit safely in vehicle lap belts and shoulder straps.
- Children under the age of eight are required to use a child safety seat when riding in a vehicle, unless the child is taller than 4'9" tall.
- Air bags work well with older children and adults riding in the front seat but may cause serious injury to young children.
- Children should never ride in the bed of a pick-up truck — even if it is covered.
- Children riding in the back of a pick-up can be exposed to carbon-monoxide, a known poisonous gas.
- More than half of the deaths of passengers riding in the bed of pick-up trucks involve children and teenagers.
- A car left in direct sunlight can reach 131-172 Fahrenheit degrees in only 15 minutes.
- Each year more than 20 children die from heat stroke because they have been left inside a vehicle.
- Nearly 19% of children killed in traffic crashes in 2017 were riding with a driver who was drinking alcohol.
- Distractions that may cause injury to drivers and/or passengers include using cell phones, shouting, arguing, joking around, or loud music.
- Use the handrail to enter and exit a bus.
- Stand back (at least 10 feet away from the curb) when waiting for a bus.
- Don't play in or around vehicles.
- Never play in the trunk of a vehicle.
- Never skateboard or in-line skate holding onto a car, pick-up truck, or any moving vehicle.



Traffic Safety Information Sheet

Bicycle Safety

- A person riding a bicycle has the same responsibilities and rules as someone driving a car.
- Bicycle helmets are highly recommended.
- A helmet is the most important piece of safety equipment for a bicyclist.
- Remove your helmet before using playground equipment or climbing a tree to avoid the strap from becoming hung and possibly risk being strangled.
- A helmet should be worn one inch above the eyebrows, straight on the head, and fastened securely under the chin.
- Someone riding a bicycle must not carry more people than the bike is designed to carry.
- When riding a bicycle, a person may not carry anything that prevents him or her from having at least one hand on the handlebars.
- A person riding a bicycle may not hang onto or be pulled by a car, pick-up truck, or other moving vehicle.
- All bicycles must be equipped with brakes that can stop the bike.
- If riding a bicycle at night, the bicycle must have a front white light and back blinking red light.
- Children under 10 years old should not ride a bicycle in the street.
- Rearview mirrors are recommended for safety purposes.
- Bicyclists must obey all stop signs, stoplights, and other traffic signs.
- Do not weave in and out of parked cars.
- Slow down and be careful around pedestrians.
- Attending a bicycle safety class is a good idea.
- When crossing an intersection, riders should walk their bicycles.
- Never ride a bicycle opposite the flow of traffic.




Traffic Safety Information Sheet

Skateboarding and In-Line Skating Safety



- Each year over 47,000 people are treated for injuries related to in-line skating, and most of these people are under 25 years of age.
- The most common in-line skating injury is a wrist injury.
- There are no specific Texas laws concerning in-line skating, but many cities have ordinances or laws that apply to various forms of skating. Be informed about your city's ordinances.
- In-line skaters should follow local traffic laws and ordinances.
- Don't skate in areas with pedestrian or vehicle traffic.
- When skating, always wear protective equipment including elbow and knee pads, light gloves, helmets, and wrist guards.
- Heavy duty gear should be worn if the skater is performing tricks or playing roller hockey.
- Don't "skitch" (holding onto a moving vehicle) while skating.
- Skaters should pass on the left.
- Many cities don't allow in-line skating on any public street except when crossing a street in a crosswalk.
- Many cities forbid in-line skating in certain areas.
- Pedestrians always have the right of way on sidewalks.
- Skaters should look left, right, and then left again before entering a roadway.
- Take a class on skating to learn proper stopping procedures, body posture for balance, and warm up exercises.
- Skaters should always skate on the right side of a sidewalk or path.



RULES OF THE ROAD



**PEDESTRIAN
CARD COVER**




RULES OF THE ROAD



**PASSENGER
CARD COVER**




RULES OF THE ROAD





**BICYCLE
CARD COVER**




RULES OF THE ROAD




**IN-LINE
SKATING
CARD COVER**




RULES OF THE ROAD




**CONSEQUENCES
CARD COVER**



RULES OF THE ROAD




**GOVERNMENT
CARD COVER**



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Pedestrian Questions

RULES OF THE ROAD




1.

True or False: A pedestrian is injured on average every 10 minutes.





RULES OF THE ROAD




2.

Who has the right-of-way at all intersections and crosswalks?





RULES OF THE ROAD




3.

Where does the highest number of pedestrian fatalities of children younger than 14 occur?





RULES OF THE ROAD




4.

Name ONE thing a pedestrian should do when crossing an intersection.





RULES OF THE ROAD




5.

What is it called when a person crosses the street in the middle of the block instead of at the corner?





RULES OF THE ROAD




6.

Name TWO groups of law enforcement that are responsible for keeping people safe on the road.





Pedestrian Answers

RULES OF THE ROAD




3.

Outside of a crosswalk





RULES OF THE ROAD



2.

Pedestrians



RULES OF THE ROAD




1.

False: Eight minutes





RULES OF THE ROAD



6.

Police, Department of Public Safety, Sheriff, Highway Parole



RULES OF THE ROAD




5.

Jaywalking





RULES OF THE ROAD




4.

One of the following:
Look both ways, stop, walk in crosswalk, stay on right side of hte crosswalk





Pedestrian Questions

RULES OF THE ROAD




7.

When stepping off of a bus, what is the first thing one should do?





RULES OF THE ROAD




8.

What should a pedestrian wait for before crossing in the middle of the street?





RULES OF THE ROAD




9.

What should a pedestrian do when crossing the street in front of a car with a driver?





RULES OF THE ROAD




10.

What sort of clothing is best to wear while walking at night?





RULES OF THE ROAD




11.

What equipment do blind pedestrians carry that differentiates them from sighted pedestrians?





RULES OF THE ROAD



12.


True or False: When walking near a street is safest to walk with traffic.







Pedestrian Answers

RULES OF THE ROAD




9.

Try to make eye contact with the driver before crossing in front of their car.





RULES OF THE ROAD



8.

Nothing. Only cross when there is a crosswalk, signal, or crossing guard.



RULES OF THE ROAD




7.

Look for traffic





RULES OF THE ROAD



12.

False. When walking near a street it is safest to walk facing traffic so you can see cars coming toward you.



RULES OF THE ROAD



11.

White cane



RULES OF THE ROAD



10.

Reflective clothing





Passenger Safety Questions

RULES OF THE ROAD

★



1.
Who accounts for more than 50 percent of the deaths of passengers riding in the bed of a pick-up truck?



RULES OF THE ROAD

★



2.
Wearing a seatbelt in a car reduces the risk of injury by what percent?



RULES OF THE ROAD

★



3.
Using the Total Occupant and Pedestrian Fatalities in School Transportation chart (see Passenger Safety Information sheet), what age group has the highest number of fatalities amongst pedestrians?



RULES OF THE ROAD

★



4.
Name three possible distractions that would endanger drivers or passengers.



RULES OF THE ROAD

★



5.
How many minutes does it take for a car parked in direct sunlight to reach 131-172 degrees F?



RULES OF THE ROAD

★

6.
True or False: Air bags protect adults from injury during a collision but can be dangerous to children riding in the front seat.




Passenger Safety Answers

RULES OF THE ROAD

★

3.

19 years of age or older





RULES OF THE ROAD

★

2.

50 percent



RULES OF THE ROAD

★

1.

Children and teenagers





RULES OF THE ROAD

★

6.

True





RULES OF THE ROAD

★

5.

15 minutes





RULES OF THE ROAD

★


4.

Cell phone use, loud music, adjusting the radio, eating or drinking





Passenger Safety Questions


RULES OF THE ROAD





7.
At what age does a child no longer have to ride in a car seat?




RULES OF THE ROAD





8.
What gas is a possible poison to children riding in the back of a pick-up truck?




RULES OF THE ROAD





9.
Where in the car is the safest place for children 12 and under to ride?




RULES OF THE ROAD





10.
Who is the citation given to when a 16 year old does not wear his/her safety belt?




RULES OF THE ROAD





11.
If a person is younger than 15 and riding with a driver who is intoxicated, what crime can the driver be charged with?



RULES OF THE ROAD




12.
Using the Total Occupant and Pedestrian Fatalities chart (see Passenger Safety Information sheet), who is most likely to be killed in a school transportation collision among the age group 8-13?





Passenger Safety Answers

RULES OF THE ROAD




9.

The back seat





RULES OF THE ROAD




8.

Carbon monoxide





RULES OF THE ROAD



7.

The back seat is the safest place for children 13 years and older to ride in a car.



RULES OF THE ROAD




12.

Pedestrians





RULES OF THE ROAD




11.

Child endangerment





RULES OF THE ROAD



10.

Driver and Violator





Passenger Safety Questions

RULES OF THE ROAD

★

13.

True or False: Drivers in Texas under the age of 18 with a Provisional License may not operate a vehicle while using a cell phone, even a hands-free device.





RULES OF THE ROAD

★

14.

How many unrelated people can a driver under 18 years of age legally transport in their car?





RULES OF THE ROAD

★

15.

Name two ways drowsiness affects drivers.





RULES OF THE ROAD

★

16.

About what percentage of young American drivers surveyed admit to falling asleep while driving in the past year?





RULES OF THE ROAD

★

17.

What percent of fatal crashes were reported as distraction-affected crashes in 2018?

- A. 8 percent
- B. 14 percent
- C. 21 percent





RULES OF THE ROAD

★

18.

When do drowsy driving problems usually occur?





Passenger Safety Answers

RULES OF THE ROAD

★

15.

They may fall asleep, drowsiness affects reaction time, attention to the road, and information processing





RULES OF THE ROAD

★

14.

No more than one passenger under 21 who is not a family member





RULES OF THE ROAD

★

13.

True





RULES OF THE ROAD

★

18.

Late night, early morning, or mid afternoon



RULES OF THE ROAD

★

17.

8 percent





RULES OF THE ROAD

★

16.

20 percent





Bicycle Rider Questions

RULES OF THE ROAD

★

1.

True or False:
A person riding a bicycle has the same duties as someone driving a car.



 

RULES OF THE ROAD

★

2.

What are TWO reasons to wear a helmet when riding a bike?



 

RULES OF THE ROAD

★

3.

True or False: On a bike built for one, up to three people may be carried.



 

RULES OF THE ROAD

★

4.

True or False:
It is state law that a helmet be worn when riding a bike.



 

RULES OF THE ROAD

★

5.

What type of seat must be on a bike in order to ride the bike?



 

RULES OF THE ROAD

★


6.

Name ONE item that is required in order to ride a bike at night.



Bicycle Rider Answers

RULES OF THE ROAD




3.

False





RULES OF THE ROAD




2.

To protect your skull
and prevent brain
damage and death





RULES OF THE ROAD




1.

True





RULES OF THE ROAD



6.

Front white light,
back reflectors
(recommended
blinking red light)



RULES OF THE ROAD




5.

Permanent and
regular





RULES OF THE ROAD




4.

False





Bicycle Rider Questions

RULES OF THE ROAD




7.

True or False: The correct place to wear a helmet is one inch above the eyebrows.





RULES OF THE ROAD




8.

Can two people ride side-by-side in a single lane if they do not interfere with the normal flow of traffic?





RULES OF THE ROAD




9.

When is it safe to ride a bike attached to a moving car or truck?





RULES OF THE ROAD




10.

Is a bicycle rider legally required to use hand signals?





RULES OF THE ROAD




11.

At what speed can a human skull be shattered on impact?





RULES OF THE ROAD



12.

What might happen if one wears a helmet at a playground?



Bicycle Rider Answers

RULES OF THE ROAD



9.

Never



RULES OF THE ROAD




8.

Yes



RULES OF THE ROAD



7.

True



RULES OF THE ROAD




12.

Strangulation





RULES OF THE ROAD



11.

4-6 mph



RULES OF THE ROAD



10.

No, but it is strongly recommended





In-line Skating Questions

RULES OF THE ROAD

★

1.

True or False: A person should not skate in the street except when crossing the street.





RULES OF THE ROAD

★

2.

Name THREE pieces of safety equipment one should use when in-line skating or skateboarding.





RULES OF THE ROAD

★

3.

When can a skater “skitch,” or hold onto a moving vehicle, while skating?





RULES OF THE ROAD

★

4.

Approximately how many people each year are treated in hospital emergency rooms for skateboard-related injuries?





RULES OF THE ROAD

★

5.

Who has the right of way when a skater is sharing the sidewalk with a pedestrian?



RULES OF THE ROAD

★


6.

Where is the best place to look for laws that govern skateboarding or in-line skating?





In-line Skating Answers

RULES OF THE ROAD




3.

Never





RULES OF THE ROAD




2.

Helmet, knee, elbow pads, wrist guards, light gloves





RULES OF THE ROAD




1.

True





RULES OF THE ROAD



6.

City or town website



RULES OF THE ROAD




5.

Pedestrian





RULES OF THE ROAD



4.

64,500





In-line Skating Questions

RULES OF THE ROAD

★

7.

What is the most common injury associated with in-line skating or skates?





RULES OF THE ROAD

★

8.

What is the percentage of skateboard injuries that happen to young people under 15 years old?





RULES OF THE ROAD

★

9.

True or False: There are not state laws directly addressing the use of in-line skates.





RULES OF THE ROAD

★

10.

True or False: With a proper headlamp, one can operate a skateboard or in-line skates at night.





RULES OF THE ROAD

★

11.

What should be worn if a skater is performing tricks or playing street hockey?





RULES OF THE ROAD

★


12.

In which direction(s) should a skater look before entering a roadway?





In-line Skating Answers

RULES OF THE ROAD




9.

True





RULES OF THE ROAD



8.

60 percent



RULES OF THE ROAD



7.

Fractures and dislocations




RULES OF THE ROAD




12.

Left, right, then left again





RULES OF THE ROAD




11.

When playing hockey or performing tricks, skaters should wear heavy duty protective gear.





RULES OF THE ROAD



10.


False






Consequences Cards

RULES OF THE ROAD



CONSEQUENCES



Save a Life™
Texas Department of Transportation

RULES OF THE ROAD



CONSEQUENCES



Save a Life™
Texas Department of Transportation

RULES OF THE ROAD




CONSEQUENCES




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Texas Department of Transportation

RULES OF THE ROAD




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RULES OF THE ROAD




CONSEQUENCES



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Texas Department of Transportation

RULES OF THE ROAD



CONSEQUENCES



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Texas Department of Transportation



Consequences Cards

RULES OF THE ROAD



1.

You were caught speeding in a school zone. Go to Municipal Court to pay your fine and miss your next TWO turns.

CONSEQUENCES!

RULES OF THE ROAD



2.

You were caught jaywalking. Go back THREE spaces.

CONSEQUENCES!

RULES OF THE ROAD



3.

You were in-skate-line skaboardingting without a helmet and crashed into a tree. Return home and start again.

CONSEQUENCES!

RULES OF THE ROAD



4.

You allowed your friends to ride in the back of your pickup on the way to the mall. Go to City Hall to pay your fine, which costs you TWO turns.

CONSEQUENCES!

RULES OF THE ROAD



5.

You were injured riding a motorcycle without a helmet. Go back FIVE spaces.

CONSEQUENCES!

RULES OF THE ROAD



6.


Congratulations! The Governor wants to honor you for creating a bicycle traffic safety program for your school. Go to the school, where you will be honored at a special ceremony. You also win an extra turn.

CONSEQUENCES!




Consequences Cards

RULES OF THE ROAD



CONSEQUENCES




Save a Life™
Texas Department of Transportation

RULES OF THE ROAD



CONSEQUENCES



Save a Life™
Texas Department of Transportation

RULES OF THE ROAD




CONSEQUENCES




Save a Life™
Texas Department of Transportation

RULES OF THE ROAD




CONSEQUENCES




Save a Life™
Texas Department of Transportation

RULES OF THE ROAD



CONSEQUENCES



Save a Life™
Texas Department of Transportation

RULES OF THE ROAD



CONSEQUENCES



Save a Life™
Texas Department of Transportation



Consequences Cards

RULES OF THE ROAD



7.

You tried to drive through a low water crossing during a heavy rainstorm. Your car stalls. You are rescued and taken to the hospital. Move directly to the hospital and lose ONE turn while you recover.

CONSEQUENCES!

RULES OF THE ROAD



8.

Congratulations! You aced your written driving test. Move forward FIVE spaces.

CONSEQUENCES!

RULES OF THE ROAD



9.

You walked to the intersection and waited for a green light when crossing a busy street. Move ahead THREE spaces.

CONSEQUENCES!

RULES OF THE ROAD



10.

Go to the park to try out your new in-line skates or skateboard.

CONSEQUENCES!

RULES OF THE ROAD



11.

You got a ticket for skateboarding on a city sidewalk. Go to the bank to get the money to pay your fine, and lose ONE turn.

CONSEQUENCES!

RULES OF THE ROAD




12.

Go to the TxDOT office to get the latest information on traffic safety. Take an EXTRA turn for your efforts to learn about traffic safety.

CONSEQUENCES!



Government Cards: Questions

RULES OF THE ROAD




1.

You ran into the street to get your soccer ball and almost got hit by a car. To keep from losing TWO turns, answer the following question correctly: How many senators are there in the Texas Senate?



 

RULES OF THE ROAD




2.

You can't find your bicycle helmet, but you go ahead and ride to a friend's house. To avoid going back FIVE spaces, answer the following question correctly: What is the term of office of a legislator in the Texas House?



 

RULES OF THE ROAD




3.

You were texting your friend while driving and hit a car. Rather than going back to home and starting again, answer the following question correctly: A member of the U.S. House of Representatives must be 25 years of age to run. How old does a person running for the Texas House have to be?



 

RULES OF THE ROAD




4.

There is a great new parking lot that you and your friends use for skateboarding, even though it is posted that skateboarding is not allowed. Rather than losing TWO turns, answer the following question correctly: What is the title of the Presiding Officer in the Texas House?



 

RULES OF THE ROAD




5.

You think you can beat the oncoming traffic and decide to cross in the middle of the street. Rather than having to go back TEN spaces and lose ONE turn, answer the following question correctly: How many members are in the U.S. House of Representatives?



 

RULES OF THE ROAD



6.


The reflector light on your bike is broken and you still go riding in the street at night. Rather than having to go back EIGHT spaces, answer the following question correctly: What is the term of office for a U.S. Senator?



Government Cards: Answers


RULES OF THE ROAD



3.
21 years of age

CONSEQUENCES


RULES OF THE ROAD



2.
2 years

CONSEQUENCES


RULES OF THE ROAD



1.
31 Senators

CONSEQUENCES


RULES OF THE ROAD



6.
Six-year term

CONSEQUENCES

RULES OF THE ROAD



5.
435 members

CONSEQUENCES

RULES OF THE ROAD



4.
Speaker of the House

CONSEQUENCES



A DECISION FOR THE CITY COUNCIL: ON THE STREET OR OFF THE STREET?

Learning Objectives: Students will

1. Learn how laws are made at the state and local levels.
2. Gain an understanding of traffic safety requirements for motorized vehicles
3. Analyze pros and cons of an issue.
4. Participate in the simulation of a city council meeting.


TEKS: SS 4.15B, 4.15E, 4.19B, 4.19D, 4.22A

Materials Needed: Handout of “Things on Wheels” for each student in the class and copies of the role cards

Vocabulary: All-terrain vehicles, moped, motorized vehicle, pocket bike, proposal, restriction, ordinance, city council, mayor

Teaching Strategy:

1. Introduce the lesson by asking students if they have ever ridden mopeds, all-terrain vehicles (ATVs), pocket bikes, or other motorized vehicles. Discuss when and where these vehicles were ridden.
2. Ask students if they are aware of any guidelines concerning these vehicles.
3. Distribute the “Things on Wheels” handout. Read and discuss to use as a background for writing a city ordinance.
4. Explain to students that the class is going to propose a new ordinance or law concerning the use of these motorized vehicles. The proposal will focus on vehicles such as mopeds, ATVs, pocket bikes, electric bikes, or mini-motor bikes that are often used by children.
5. The teacher should lead a discussion and assist the class in reaching a consensus on proposing and writing a new city ordinance. The ordinance should include what the restriction will be, such as “these vehicles may not be ridden on a public street,” as well as the penalty or fine imposed if the law is broken.
6. Explain that the voters of each community elect a city council and that the city council is responsible for making laws or ordinances that the citizens of a community must follow. The city council is the legislative branch of municipal government. Tell students that they will be participating in a simulated city council meeting that will assess the advantages and disadvantages of their proposed ordinance.
7. In order to prepare for the city council meeting, divide the class into the following seven groups
 - Medical Community Supporting the Ordinance
 - Law Enforcement Group Supporting the Ordinance
 - Parents Supporting the Ordinance

- 
- Parents Against the Ordinance
 - Business Owners Against the Ordinance
 - Kids Against the Ordinance
 - Members of the City Council
8. Each group should write a paragraph describing its position on the proposed ordinance and state their reasoning from their group's point of view. Members of the city council should compose at least one question to ask each group.
 9. After allowing time for writing, the teacher should serve as the “mayor” and call the “city council” meeting to order.
 10. The mayor should read the proposed ordinance and then call on each group to present its arguments for or against the proposed ordinance. After the members of each group speak, a member of the city council should ask them at least one question.
 11. When all groups have made their presentations, the city council should discuss the issues briefly and then vote on the ordinance.
 12. The mayor will announce the decision and allow members of the city council to explain why they voted as they did.
 13. Using the attached newspaper template, each student will list the arguments for and against the proposed ordinance in the appropriate space.
 14. Using that information, students will individually write a newspaper article describing the city council meeting, including the decision of the council on the proposed ordinance.

Extension for Gifted/Talented:

Students will interview a local city council member to discover community issues on which the council has recently voted. They will then create a collage to represent the issues and reflect the council's decisions.



All-terrain vehicle (ATV) or (Go-cart):



- is equipped with a saddle, bench, or bucket seats for the use of the rider and a passenger, if the motor vehicle is designed by the manufacturer to transport a passenger;
- is designed to propel itself with three or more tires in contact with the ground;
- is designed by the manufacturer for off-highway use; and
- is not designed by the manufacturer primarily for farming or lawn care.

A motor-assisted scooter:



- is designed to be operated on the ground with not more than three wheels;
- has handlebars and a foot support or seat;
- can be propelled by human or motor;
- has a motor capable of propelling it no faster than 24 miles per hour on a level road; and
- has a motor no bigger than 35 cubic centimeters or, if electric, has a power output of no more than 1,000 watts.

A moped:



- is designed to be operated on the ground upon wheels;
- has a seat or saddle for use of the rider;
- is designed to travel with not more than three wheels in contact with the ground;
- is equipped with an independent power source that is capable of propelling the vehicle, unassisted, at a speed of not more than 30 miles per hour on a level road surface; and if the power source is a combustion engine, has a piston or rotor displacement of 35.01 to 50 cubic centimeters regardless of the number of chambers in the power source; and
- is equipped with a power drive system that functions directly or automatically only and does not require clutching or shifting by the operator after the system is engaged.

A pocket (mini-motorcycle) bike:



- is a self-propelled vehicle that is equipped with an electric motorscooter or internal combustion engine having a piston displacement of less than 50 cubic centimeters;
- is designed to propel itself with not more than two wheels in contact with the ground;
- has a seat or saddle for the use of the operator; and
- is not designed for use on a highway and is ineligible for a certificate of title under V.T.C.A., Transportation Code ch. 501.

An electric assisted bicycle:



- is designed to be operated on the ground on wheels;
- has a seat or saddle for use of the rider;
- is designed to travel with not more than three wheels in contact with the ground;
- has both fully operative pedals for human propulsion and an electric motor; and
- is equipped with an electric motor that has a power output of not more than 1,000 watts and is incapable of propelling the vehicle at a speed of greater than 20 miles per hour on level ground.

The Daily Gazette

Day of the week:

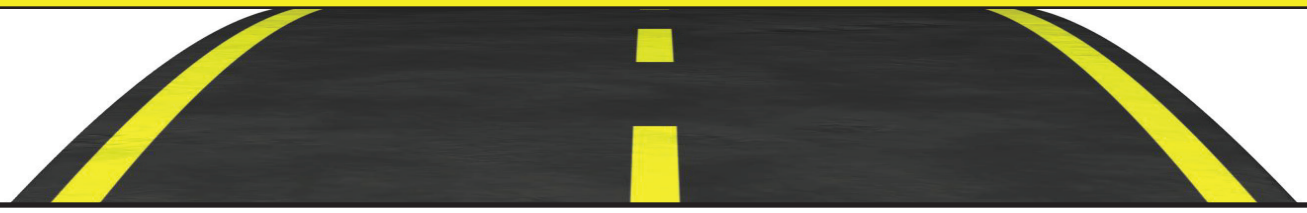
Date:

HEADLINE

ARGUMENTS FOR THE ORDINANCE

ARGUMENTS AGAINST THE ORDINANCE

Role Cards




Medical Community
Supporting the Ordinance

You represent the doctors and emergency medical personnel who are in favor of restricting these vehicles because of the injuries that occur.



Law Enforcement Group
Supporting the Ordinance

You represent the police and fire personnel who are in favor of restricting these vehicles because of the accidents they have seen and investigated. These accidents cause damage to both people and property.



Parents
Supporting the Ordinance

You represent parents who are in favor of restricting these vehicles because of traffic safety concerns for their children.

Parents
Against the Ordinance

You represent parents who are opposed to these restrictions because these vehicles provide entertainment that the whole family can enjoy.



Kids
Against the Ordinance

You represent kids who are against these restrictions because they enjoy the freedom and fun these vehicles provide.



Business Owners
Against the Ordinance

You represent businesses that sell these motorized vehicles and are against the ordinance because it will hurt their businesses financially.



Members of City Council

You are one of the elected leaders of your community. One of your responsibilities includes making laws or ordinances for your community.



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DESIGNING A MESSAGE

Learning Objectives: Students will

1. Recognize the importance of traffic safety
2. Design a message for a t-shirt that promotes traffic safety
3. Evaluate the t-shirt designs in terms of specific criteria

Materials Needed: T-shirt template handouts, handout titled Artwork & Designs that Promote Traffic Safety


TEKS: Social Studies: 4.4F, 4.19B, 4.21C; PE 4.5A-D, 4.6AB

Teaching Strategy:

1. After teaching any of the DRSR lessons or information sheets, conclude the study by asking students to design a T-shirt promoting safe traffic practices.

Note: Information sheets may be accessed at www.tmcec.com/drsr_information_sheets/

- Sample Topics:
 - All levels: Seat belts, Distracted Driving, Pedestrian Safety , Cell Phones
 - Elementary: Child Safety Seat, Booster Seat, Bicycle, Skateboard, In-line Skates, and/ or School Bus
 - Middle School: Bicycles, Skateboards, In-line Skates, School Buses, Motorcycles, and/or DUI
 - High School: DUI, DWI, Texting & Driving, Speeding, Distracted Driving, Railroad Crossings, Motorcycles, Pets & Driving, Drowsy Driving
- 2. Tell students that in designing their logo or t-shirt design to:
 - A. Be clear and simple
 - B. Define and consider their audience
 - C. Consider their colors (i.e., red symbolizes passion and emotional intensity, blue makes people feel calm and reminds them of loyalty and duty, and yellow is upbeat and may infer caution or danger)
 - D. Possibly include a jingle, motto, photograph, sketch, text, or statistic
 - E. Think about what will get the attention of the viewer and buyer.
- 3. Show examples of TxDOT logos, mottos and ad campaigns on the attachment “Artwork & Designs that Promote Traffic Safety.”
- 4. After students have designed their T-Shirts, ask each to explain the message and why they designed it as they did.

- 
5. Ask students to write their names on the back of the handout. Put the designs on the bulletin board and number each one so that students can reference them by number rather than by designer.
 6. As an evaluation, ask students to write a journal entry as to which t-shirts, in their opinion, most clearly promoted traffic safety and to comment on which they like the best and why.

Note: The following templates for designing a traffic message are included: wristband, bumper sticker, badge and stickers.

Extension for Gifted/Talented:

Students will create an advertising campaign using the most effective design(s) of those submitted by classmates. The campaign will include identifying the audience, how to distribute the materials, and the appropriate medium for the message: T-shirt, wristband, bumper sticker, badge and stickers.



ARTWORK & DESIGNS THAT PROMOTE TRAFFIC SAFETY

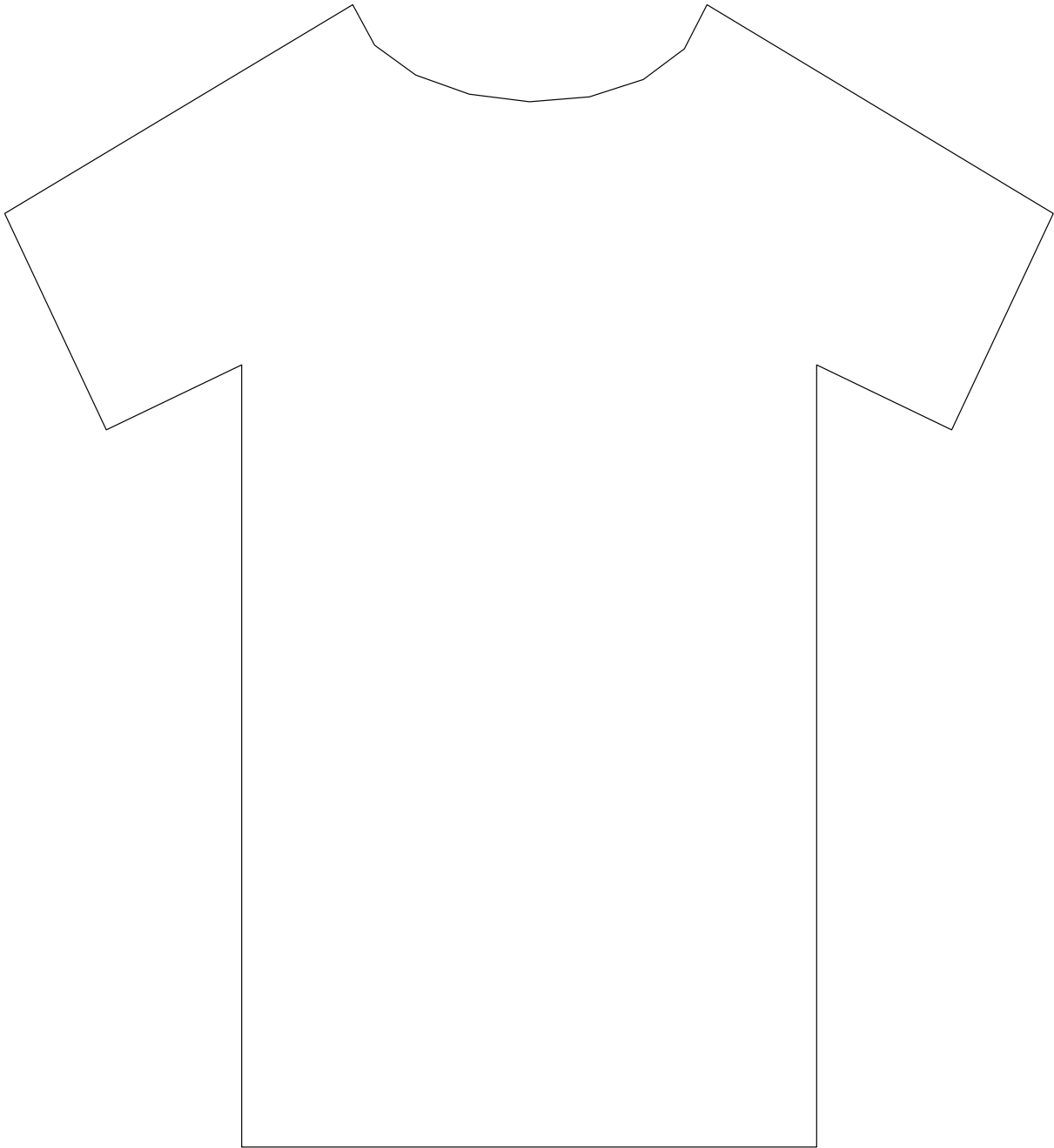


ARTWORK & DESIGNS THAT PROMOTE TRAFFIC SAFETY





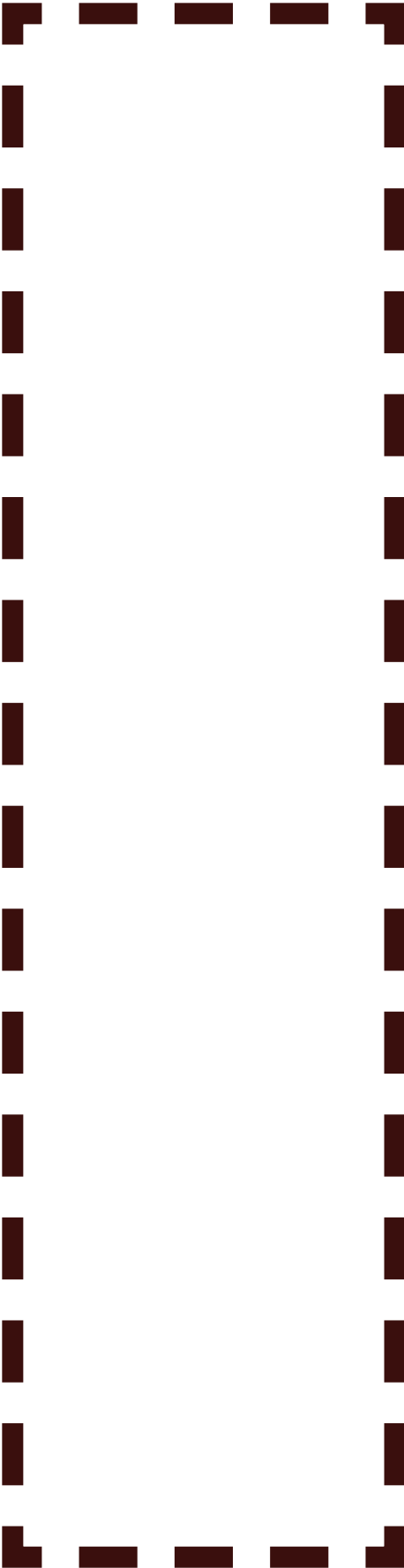
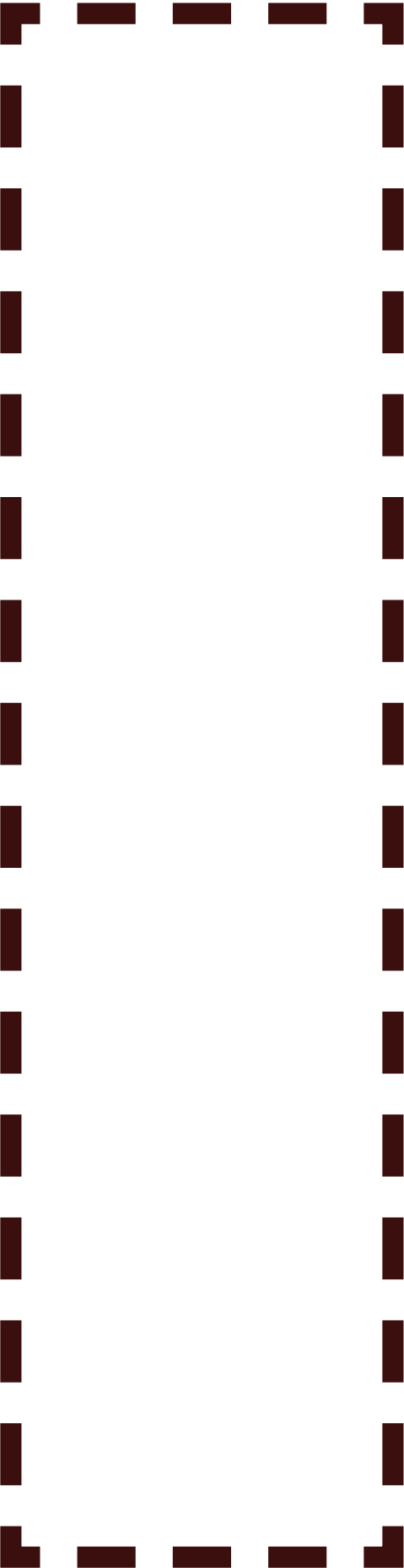
TRAFFIC SAFETY T-SHIRT



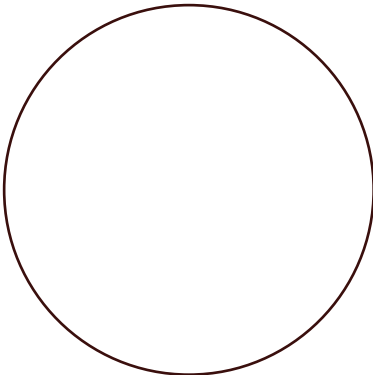
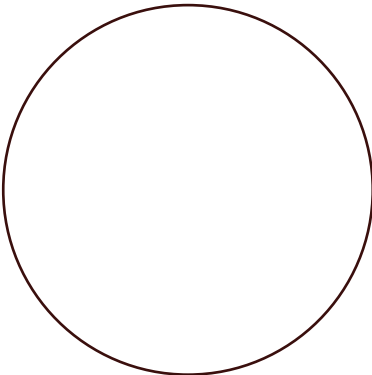
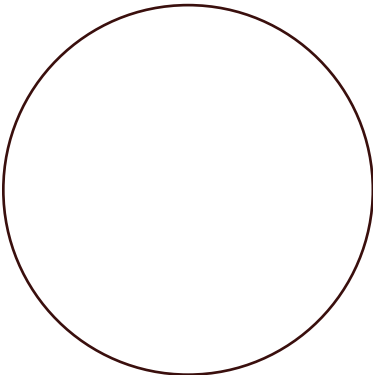
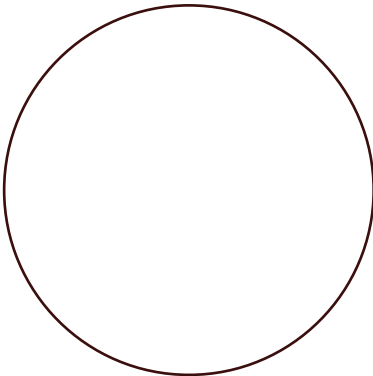
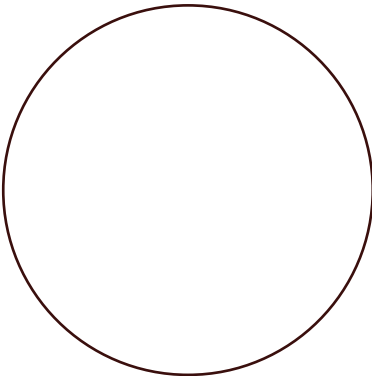
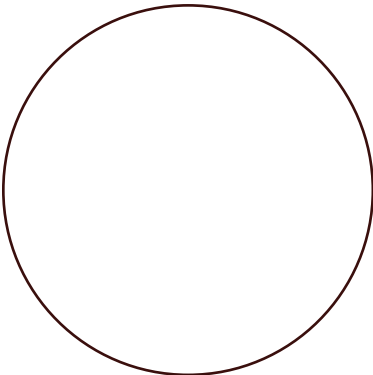
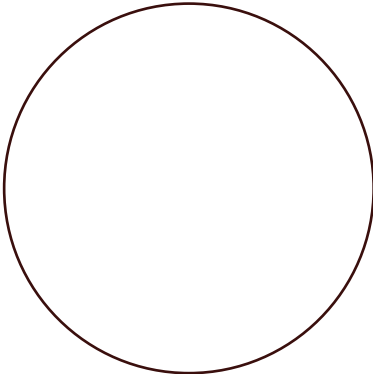
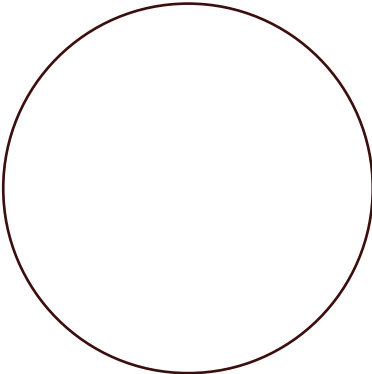
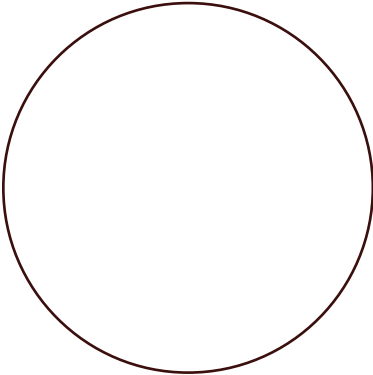
WRISTBANDS

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BUMPER STICKER



BADGES OR STICKERS



I PROMISE TO OBEY...

Learning Objectives: Students will

1. Meet a municipal judge or clerk and learn that a judge's job is to keep people safe by making sure they know to follow the law.
2. Recognize the difference between laws (which are meant to keep people safe) and rules or safe practices (which are meant to keep people safe, but are not laws).
3. Identify several safe practices and laws pertaining to pedestrians, bicyclists, and motorists.
4. Take an oath to obey a law and follow a safe practice of their choice.


Materials Needed: Chalkboard or overhead projector, oath certificate.

TEKS: Social Studies: K.7A&B, K.8A&B, K.14A, 1.10A&B, 1.11A&B, 1.16A, 2.9C, 2.15A, 3.7B&C, 4.13B, 4.16A, 4.21A, 4.15B, 5.17A, 5.25A

Vocabulary: laws, oath, rules, safe, safe practices, ticket


Teaching Strategy:

1. The teacher will introduce the judge (or clerk) and have the judge (or clerk) tell the students a little bit about him or herself.
2. The judge (or clerk) will tell the students about a judge's job (no more than 5 or 10 minutes to keep their attention), with the main point being that a judge's job is to keep people safe by making sure they know to follow the law.
 - When people break laws, they will speak with a police officer, who will write them a ticket explaining what they did wrong.
 - Police officers are not being mean, but their job is to make sure people are following the laws, and to keep every one safe.
 - When a person is accused of breaking a law that person will have to see the judge, who oversees the process to determine whether the person broke that law.
 - The judge is not there just to punish the person, but to keep people safe and make sure they always follow the law. Following the law is one way to keep everyone safe.

- 
3. The judge (or clerk) will then ask the students what a safe practice is (i.e., doing something that is a good idea to do just to be safe, but there's not really a law requiring you to), what a rule is (i.e., something that someone tells you that you must do or not do, usually to make sure you stay safe, that you could get in trouble for by a teacher or parent, but is not against the law), and what a law is (i.e., something passed by the city council, state legislature, or Congress that tells you how you must or must not act to not only keep you safe, but also keep you from breaking the law and being punished by a court).
 4. Have the students brainstorm different safe practices (often times rules that parents or teachers have) or laws to keep people safe, or tell the students to name one rule they know has been broken by students without naming names. The judge may have to give examples from the list on the next page.
 5. Discuss what happens when you don't follow a safe practice (i.e. you might get hurt), when you break a rule (i.e., you go to the principal's office, you might be grounded by your parents or be sent to time-out), and when you break a law (i.e., you get in trouble with a police officer and have to go see the judge).
 6. Have each student decide on one law and one safe practice (or rule) that they will promise to always follow. Depending on the grade and ability of the children, pass out the "Oath" certificate to each student and have them write out the law or safe practice on the certificate.

(Note: TMCEC has a limited number of class sets of certificates available to speakers at no charge. Email your request to: drsr@tmcec.com.) For younger grades, have the teacher and judge go around the room and write out the law and safe practice on each child's certificate. For ease, the judge can sign all the certificates before they are passed out to the children.

7. Have the judge (or clerk) explain the following examples to the children concerning what an oath involves:
 - When people come to court to tell what they saw or heard in a case, or when people are picked to be on a jury that will decide whether someone committed a crime or should win a case, they must promise to tell the truth.
 - When a person is named as a judge, the judge has to promise to uphold the law.
 - Making this promise is called "taking an oath."

- 
8. Have the judge (or clerk) tell the students that today they get to take an oath, just like a judge gets to, to always promise to follow the law and safe practice that they chose. Have the judge stand at the front of the room, have all the children stand up and raise their right hand, and read the following:

Judge (or clerk): Repeat after me. I...

Class: I...

Judge (or clerk): Now say your name

Class: {say name in unison}

Judge (or clerk): ...do hereby promise

Class: ...do hereby promise...

Judge (or clerk): ...to obey the law...

Class: ...to obey the law...

Judge (or clerk): ...and always be safe...

Class: .. and always be safe...

Judge (or clerk): ...from this day forward.

Class: ...from this day forward.

Judge (or clerk): Congratulations! You are now all safe, law-abiding citizens!

9. Finally, let the class clap for each other, sit back down, and perhaps leave time for the students to ask questions of the judge (or clerk).

Variation:

Each student (or groups of students) could receive a copy of the Our Town map (available to teachers and judges in large, color-printed version by emailing drsr@tmcec.com, or available for download and print from the TMCEC website or call 800.252.3718). Students could identify some of the laws and rules being broken from the map in a session. Alternatively, students could take turns coming up to the front of the room and circling a violation of law or an unsafe practice on one large map hanging on a wall or the blackboard. Students can then choose a safe practice and law from the things identified from the map.




RULES/SAFE PRACTICES

- Raise your hand before you talk in class
- Don't talk to strangers
- Never get in a car with a stranger
- Hold an adult's hand when you cross the street
- Look both ways before you cross the street
- Don't chase a ball out into the street (ask an adult to get it for you)
- Wear a helmet when you ride your bicycle
- Don't ride your bike without using your hands
- Wear a helmet and knee/elbow pads when you skateboard or roller-skate
- When getting off the school bus, always walk in front of the bus, not behind it
- Don't walk around inside the school bus; stay in your seat and sit on your pockets
- Call home if you need help or are going to be late

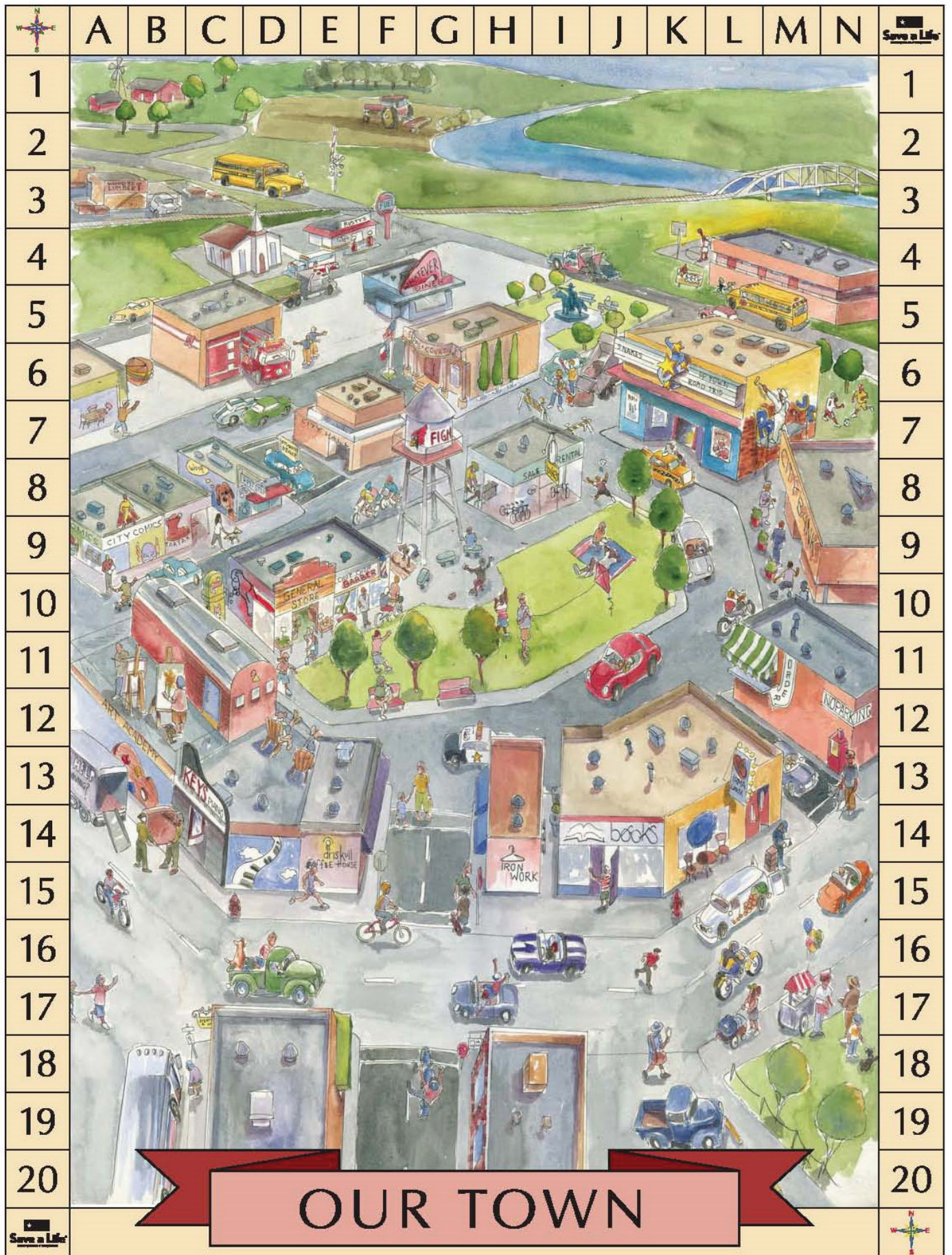
LAWS

- Stop at all stop signs when riding your bicycle
- Don't carry a person on the handlebars of your bicycle
- Don't hang on to a car while on a bicycle, skateboard, or roller skates and have the car pull you
- Always have a reflector on your bicycle when riding at night
- Ride your bicycle going the same direction as the rest of traffic
- Use hand signals if you are going to stop or turn
- Do not walk across a street if the cars going the same way you are walking have a red light
- Do not cross the street when the signal says "Don't Walk" or "Wait"
- Do not step out in front of a moving car
- Do not walk diagonally across an intersection
- Always walk in the crosswalk if one is provided
- Walk on the sidewalk if there is one, not on the street
- If there is no sidewalk, walk on the left side of the road facing the rest of traffic
- Do not carry a white cane on a street unless you are blind – white canes are for blind people only
- Drivers must follow the speed limit
- Cars must stop for a school bus when kids are getting on or off
- Do not race in a car
- Don't drink and drive
- Wear your seat belt or ride in your booster seat
- Don't drink alcohol (including beer) until you are 21
- Don't hitch-hike
- Don't ride in the back of a pick up truck until you're 18
- Don't ride on a motorcycle until you're 5



The following list identifies the laws and safe practices illustrated in the Our Town map (coordinates are given to help locate the illustration):

- Wear a helmet when riding a bicycle [F-8 is safe]
- Wear a helmet when roller skating [D-11 is safe, M-9 is unsafe]
- Buses must stop at railroad crossings [like D-3]
- Cars must stop for emergency vehicles [like car in D-7 did for fire truck]
- Wear a helmet and pads when skateboarding [H-10 is safe]
- Do not run out in the street to get a ball [J-8 ran into the street]
- Hold an adult's hand when crossing the street [G-13 and A-17 are holding hands]
- Don't talk to strangers [maybe G-15 is safe]
- If you are blind, use a white cane [N-13 is safe]
- Cars may not drive on the wrong side of the road [like car in H-17 is doing] (T.C., Section 545.063(a)).
- Kids under 18 may not ride in the back of a pick-up truck [like kid in D-16 is doing] (T.C., Section 545.414(a))
- You must wear a seat belt [like H-17, I-16, J-11 are] (T.C., Section 551.102(d)).
- A person on a skateboard, bicycle, or roller skates cannot hang onto the back of a car and be pulled by the car [like the skateboarder in B-10 is doing] (T.C., Section 551.102(d)).
- You cannot carry someone on the handlebars of a bicycle [like the kids in F-10 are doing] (T.C., Section 551.102(b)).
- When riding a bicycle, you must ride in the same direction as traffic is moving [like the kid in F-16 is doing]. (T.C., Section 551.103(a)).
- Motorcyclists must wear a helmet (only people over 21 don't have to) [A-15 is not wearing a helmet, while G-18, L-10, and L-16 are] (T.C., Section 661.003).
- You must cross the street in a crosswalk if there is one [G-13 is, K-16 is not using the crosswalk] (T.C., Section 552.006(a)).
- T.C.= Transportation Code





Cath

I, _____

Do hereby promise to obey the following traffic law;

and always be safe by making sure I

from this day forward.

Awarded on this _____ day of the month of _____, 20____.

LAW ABIDING STUDENT

MUNICIPAL COURT OFFICIAL

CITY OF

CITY GOVERNMENT OR LOCAL BUSINESS?

Learning Objectives: Students will

1. Identify the services and jobs performed by city governments.
2. Understand the differences between city governments and businesses.
3. Create a definition for “city government.”

Materials Needed: Print out a card set for each student

Prior Knowledge: This lesson should follow other lessons on goods and services and needs and wants

TEKS: ELAR K.1C, K.5H; 1.1C, 1.6H; 2.1C, 2.6H; 3.1C, 3.6H; 4.1C, 4.6H 4.19B; 5.10B, 5.23B
SS K.5B&C; 1.10A&B; 2.8A&B; 3.9C; 4.21B; 5.24B

Vocabulary: government, business, goods, services, needs, and wants

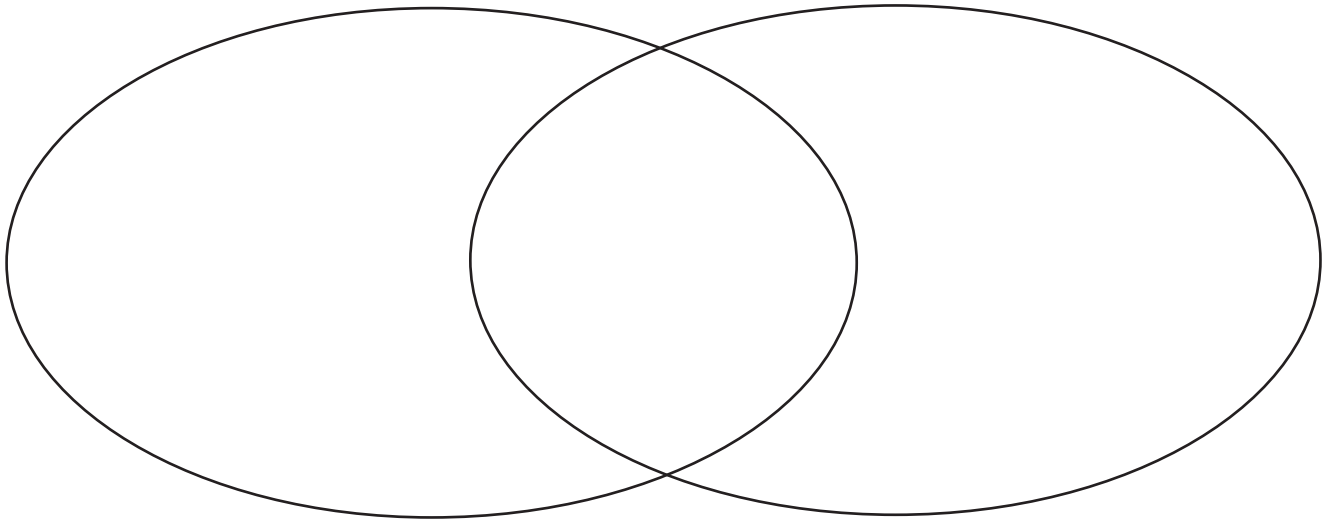
Teaching Strategy:

1. Ask the students to describe what a government is or review prior government lessons.
2. Discuss the differences between governments and businesses.
3. Review the differences between goods, services, needs, and wants.
4. Pass out the cards and ask students (individually or as a group) to identify what is happening in the pictures on each card.
5. If necessary, give further information to help students understand what the pictures mean.
6. Direct the students to sort the cards into two groups: “provided by city governments” and “provided by businesses.” Record the cards in the appropriate part of the Venn Diagram.
7. Check the students’ work once the sorting is completed.
8. Optional: ask students for prior experiences with items on the government cards, emphasizing traffic safety as well as the differences between governments and businesses.
9. Ask students to brainstorm additional cards for each category or create additional categories for the cards.
10. Either as a group or individually direct students to create a statement that describes the differences between city governments and businesses and record on their worksheet.



City Government

Privately Owned Businesses



Students can then fill in the following sentence stems:

City government and business are the same because they both

City government and business are different because

Extension for Gifted/Talented:

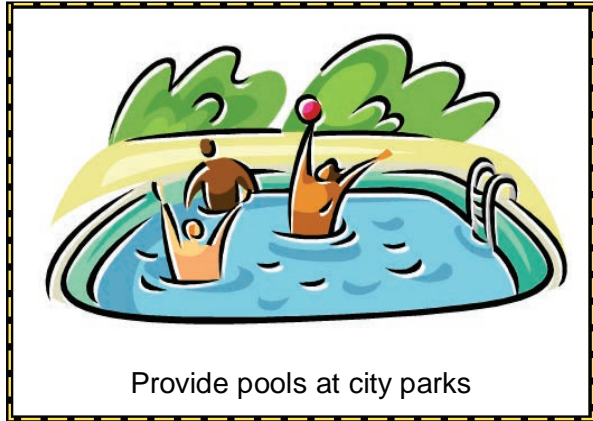
Students may create more cards for each category after asking other adults or researching the topic.







Pick up the garbage



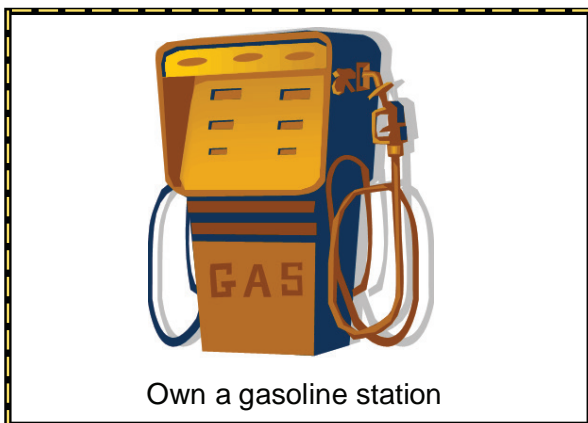
Provide pools at city parks



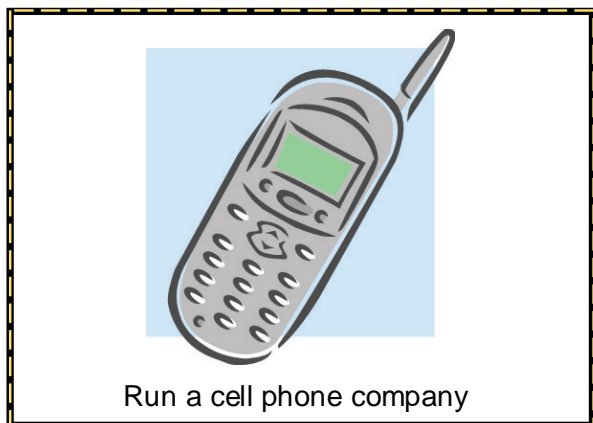
Fund a public library



Run the ambulance service



Own a gasoline station

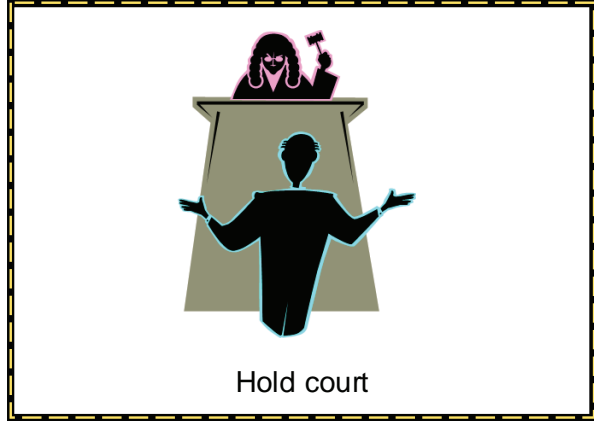


Run a cell phone company

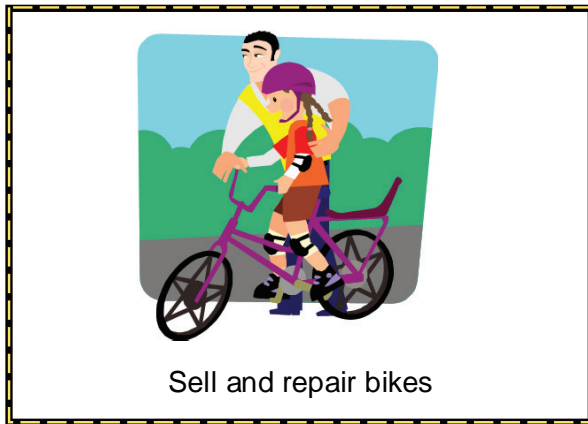




Open a car repair shop



Hold court



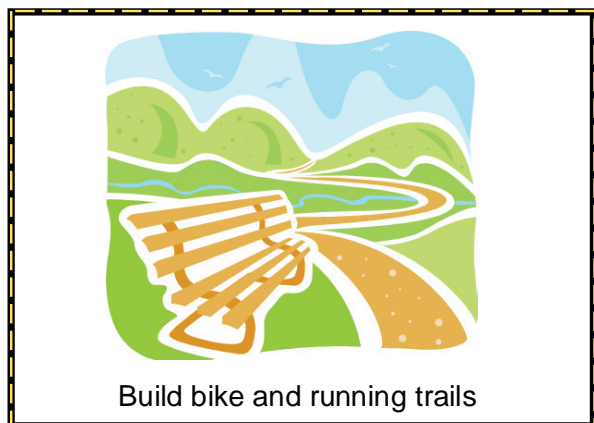
Sell and repair bikes



Open the sewer system



Own clothing store



Build bike and running trails



BEAT THE HEAT, CHECK THE BACKSEAT

Learning Objectives: Students will

1. Identify the main idea in an informational passage with text-based evidence.
2. Recognize the dangers of heat stroke.

Materials Needed: Copies of the reading passage Beat the Heat for each student.

TEKS: ELAR 2.6A-H, 2.7D; SS 2.17A

Teaching Strategy:

1. Ask the students if they have ever forgotten something, example; homework at home, to put the lid back on the toothpaste, to shut the front door, etc.
2. Now ask them to imagine if they forgot one of the most important safety rules of a Texas summer: Never play in a hot car and never stay in a hot car alone. Have the students make predictions about children or pets that are left in hot vehicles.
3. Have the students read the handout “Beat the Heat” individually, in a small group, or with the teacher leading a guided reading of the passage with the class. Have the students answer the questions that follow either independently or in small groups of 2 or 3.
4. Go over the answers together.
Answer Key: 1. C; 2. B; 3. D; 4. A; 5. B
5. Using their journal or other writing strategy, have the students write a short paragraph about why talking about this issue is important, or a personal narrative about how this issue has affected them personally.

Extension for Gifted/Talented: Have students research the problem of kids and pets left in hot vehicles. Students should form groups and attempt to find a simple solution to this dangerous issue. Have them present their solution to the class.

Beat the Heat

Summertime in Texas brings to mind playing baseball games, eating snow cones, splashing at the water park, and going to summer camp. The heat of summer can bring the opportunity for many fun activities. However, the heat can also be dangerous. It is important to find shade and drink plenty of water in the summer. There is one place where the heat is especially dangerous.



A parked car can get very hot in the Texas sun, even if it isn't summer. A moving car with the windows open, or the air conditioning running, can feel nice in warm weather. However, a parked car with the windows closed or even just cracked can be dangerous. It doesn't even have to be very hot outside, the inside of a car could become dangerously hot when the temperature is in the '70s.

What can you do to keep safe? Never play in a parked car. The car may be hotter than you think and you or a friend might get stuck in a car. Keep an eye on younger kids, as they might not know about the danger. If you see a child alone in a parked car, tell an adult right away!



Questions for Beat the Heat

1. What was the author's purpose in writing this article?
 - A. To entertain the reader
 - B. To express emotions about the topic
 - C. To inform the reader
 - D. To persuade the reader
2. What should a family do immediately if a child is missing?
 - A. Call the FBI.
 - B. Check dangerous places like the swimming pool and the car.
 - C. Put out a snack so the child will return.
 - D. Go to a weather safe place.
3. What is the main idea of this article?
 - A. Children are hard work.
 - B. Parents have to be careful.
 - C. Temperature varies over the seasons.
 - D. Hot cars are dangerous, especially for small children.
4. What causes the air inside a closed vehicle to stay hot?
 - A. The car is heated by the sun, and the heat cannot escape.
 - B. The car's engine causes the car to stay hot.
 - C. Wind makes the car heat.
 - D. Playing inside the car raises the temperature.
5. Which of the following statements is an opinion from the article?
 - A. Hot cars are dangerous.
 - B. There are simple solutions to the problem.
 - C. In as little as ten minutes, the temperature can rise almost 20 degrees in a car.
 - D. The temperature can rise 50 degrees in an hour.



HIDDEN DANGER

Learning Objective: Students will

1. Answer questions about an informational passage with text-based evidence.
2. Recognize the dangers of heat stroke.

Materials needed: copies of the reading passage, writing materials

Vocabulary: heat stroke, average, sweltering, prevented

TEKS: ELAR 3.6A-H; 3.7D; SS 3.16A

Teaching Strategy:

1. Ask the students if they have ever forgotten something. Examples: left homework at home, forgot to put the lid back on the toothpaste, forgot to shut the front door, etc.
2. Now ask them to imagine if they forgot one of the most important safety rules of a Texas summer: Never play in a hot car and never stay in a hot car alone. Have the students make predictions about children or pets that are left in hot vehicles.
3. Have the students read the handout “Hidden Danger” individually, as a small group, or with the teacher leading a guided reading of the passage with the class. Have a students answer the questions that follow either independently or in small groups of 2 or 3.

4. Go over the answers together.

Answer Key: 1. D; 2. D; 3. A; 4. C; 5. B

5. Using their journal or other writing strategy, have the students write a short paragraph about why talking about this issue is important, or a personal about how this issue has affected them personally.

Extension for Gifted/Talented: Have student research the problem of kids and pets left in hot vehicles. Students should form groups and attempt to find a simple solution to this dangerous issue. Have them present their solution to the class.

Hidden Dangers



Cars can be dangerous if people aren't careful. People can get into car collisions if someone is not driving carefully or the weather conditions are bad. However, there is another way cars are dangerous, especially to children. An average of 38 children per year die of heat stroke after being left or trapped in the car.

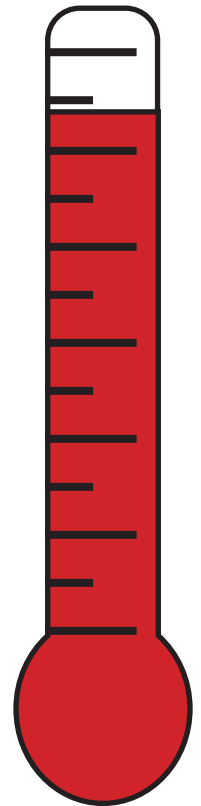
Anyone can be affected by heat stroke, however, children are at greater risk. Children's bodies heat three to five times faster than adults. Also, small children may not be able to exit a vehicle without assistance. Children small enough to sit in an infant safety seat or a car seat are not able to undo their safety restraints on their own to get out. Also, very young children cannot communicate that they are getting hot.

Small children can also get trapped when playing in cars. They might lean against a power lock. They might be confused by how the door handle works. Little children might also not be strong enough to open the car door from the inside. So, it is very important that children do not play unattended near or inside a car. Cars should be locked when they are parked and the keys should be put away where children cannot get to them.

Hidden Dangers (cont.)

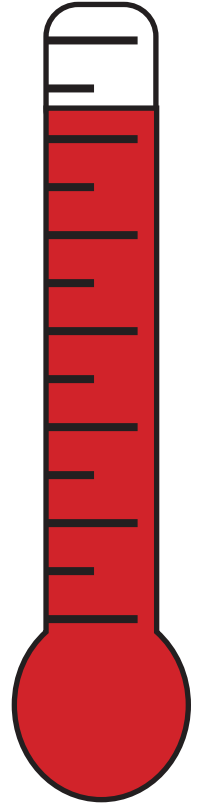
The temperature in a car can rise very quickly. In about 10 minutes, the temperature can rise by 20 degrees. Even on a day that does not seem very hot, it can be sweltering inside of a car. So on a pretty day when the temperature is around 85 degrees, in 10 minutes the interior of the car can reach 105 degrees. In an hour, temperatures can rise by as many as 30 to 40 degrees.

It is important that families know about the dangers that hot cars can pose for children. Remember children should never be left alone in a car even if the windows are open. Parked cars should be locked and the keys should be stored out of reach of children. Children should never play in a car or the trunk of a car. Heat stroke deaths can be prevented. People need to work together to keep kids safe.



Questions for Hidden Dangers

1. Which of the following statements supports the main idea of the text?
 - A. The temperature in a car can change quickly.
 - B. Science can tell us many things about temperature.
 - C. Cars are dangerous. Children should never be in a car.
 - D. Children should not be alone in a car. It can be dangerous.
2. What is the author's purpose in writing this article?
 - A. To express strong emotions about heat deaths in cars
 - B. To entertain the reader with humorous stories
 - C. To persuade the reader to change the laws about leaving children in cars
 - D. To inform readers of the danger of leaving children in cars
3. Why are children at greater risk of heat stroke or other heat related injuries?
 - A. Children's bodies heat three to five times faster than adults.
 - B. Adults know to go inside if it is too hot.
 - C. Children sit in the back seat for safety reasons.
 - D. Young children do not know how to read a thermometer.
4. What words helped you know the meaning of the word "sweltering"?
 - A. spring, day
 - B. car, interior
 - C. temperature, hot
 - D. degrees, inside
5. Which of the following is a strong summary of the article?
 - A. Cars are very dangerous. It is important to wear your seat belt. Children should sit in the back seat. Children should not stay in a car alone.
 - B. A parked car can be a dangerous place for a child. Don't play in a parked car. The temperature in a parked car can rise 20 degrees in ten minutes.
 - C. Playing hide and seek can be dangerous. You need to find a safe place to play. Do not let small children hide alone.
 - D. Car crashes are very dangerous for children. Sitting in the backseat with a safety belt is very important for children.



HEAT STROKE AND HOT CARS

Learning Objectives: Students will

1. Analyze, make inferences, and draw conclusions about an informational passage with text-based evidence.
2. Recognize the dangers of heat stroke.

Materials Needed: Copies of the reading passage “Heat Stroke and Hot Cars” for each student.

TEKS: ELAR 4.6A-H, 4.7 A; SS 4.22A

Teaching Strategy:

1. Ask the students if they have ever forgotten something. Examples: leaving homework at home, forgetting to put the lid back on the toothpaste, forgetting to shut the front door, etc.
2. Now ask them to imagine if they forgot one of the most important safety rules of a Texas summer: Never play in a hot car and never stay in a hot car alone. Have the students make predictions about children or pets that are left in hot vehicles.
3. Have the students read the handout “Heat Stroke and Hot Cars” individually, as a small group, or with the teacher leading a guided reading with the class. Have a students answer the questions that follow either independently or in small groups of 2 or 3.

4. Go over the answers together.

Answer Key: 1. D; 2. C; 3. C; 4. D; 5. A

5. Using their journal or other writing strategy, have the students write a short paragraph about why talking about this issue is important, or a personal about how this issue has affected them personally.

Extension for Gifted/Talented: Have student research the problem of kids and pets left in hot vehicles. Students should form groups and attempt to find a simple solution to this dangerous issue. Have them present their solution to the class.

Heatstroke and Hot Cars

Heat stroke is the leading cause of non-crash related fatalities for children under the age of 14. Heat stroke happens when a human gets overheated. It starts when the body reaches 104 degrees and the body can no longer cool itself. The thermoregulatory system, the system that keeps our body at a regular temperature, gets overwhelmed, and shuts down.

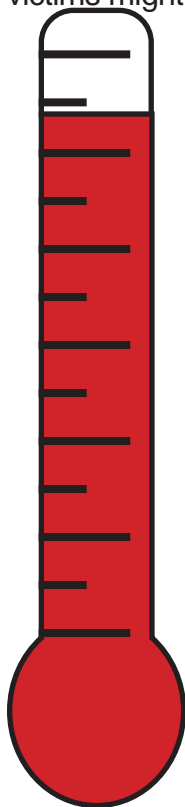
Heat stroke can happen when a child is left or trapped in a parked vehicle. The temperature in a parked car can increase by 20 degrees in just 10 minutes. It is dangerous for a child to be left in the car even if the windows are rolled down, the car is in the shade, or the child is left for a short time.

Symptoms of heat stroke are varied. Skin may be red, hot, moist or dry. There may be a strong, rapid heartbeat, or a slow, faint pulse. Heat stroke victims might be dizzy and have a headache. They also might be agitated, grouchy, or confused. It is also common for them to feel sick to their stomach. It is possible that a heat stroke victim might be unresponsive and unable to tell someone how they feel.

It is very important that children are not left unattended in parked cars. However, that is not the only danger. Some children have been trapped in cars while playing in them. Small children are not always strong enough to open a car door from the inside. Door handles might also be confusing to small children. They may also lean on the power lock and lock themselves inside the car. To prevent children from playing in parked cars, cars should be locked even when parked at home or in the garage. Car keys need to be stored where small children can not get to them.

Sometimes children are left in cars while their caregivers run inside a building to do something quick. It is never safe to leave children alone in the car, even if it is just to buy a few items or drop off a payment. Even if the windows are cracked or rolled down, it is not safe for children to be left unattended.

While it seems impossible, but one way that children are left in cars is that they are forgotten. It is important for families to check the car to make sure all family members are out of the car when the family arrives at a destination. If you see a child left in a parked car, tell an adult right away or call 911. A car can overheat very quickly. These preventable heatstroke deaths are heartbreaking and people can work together to prevent them.



Questions for Heat Stroke and Hot Cars

1. What is the author's purpose in writing this selection?
 - A. The author is expressing emotions about the tragic deaths related to heatstroke.
 - B. The author is persuading readers to become innovators and create technology to prevent heatstroke deaths.
 - C. The author is entertaining the reader with stories about the dangers of leaving children unattended in cars.
 - D. The author is informing the reader about the danger of children being left in hot cars.
2. Which of the following cause makes heat stroke more dangerous for children than it is for adults?
 - A. Children don't wear sunscreen like they are supposed to.
 - B. Children are in the back seat and the back seat is hotter than the front seat.
 - C. Children's bodies heat three to five times faster than adults.
 - D. Adults can also suffer from heat stroke.
3. What is the main idea of this passage?
 - A. Heat stroke is very dangerous. It is important on hot days to drink plenty of water and to seek shade in the heat of the day. Physical activity should be done early in the morning or the evening as the sun is going down.
 - B. Car collisions can be very dangerous for children. It is important for children to sit in the back seat and to use the appropriate safety seat for their age, as well as a safety belt.
 - C. Heat stroke can be deadly. One way that children can get overheated is for them to be left or trapped in car. It does not take long for temperatures in a car to be deadly.
4. Which of the following is a fact from the passage?
 - A. Parked cars can become very hot, very quickly.
 - B. It is tragic that so many children have died in hot cars.
 - C. These preventable deaths are heartbreaking.
 - D. The temperature in a parked car can rise 20 degrees in 10 minutes.
5. What does the word agitated mean?
 - A. upset
 - B. hot
 - C. tired
 - D. sweaty



PREVENTING HEAT STROKE

Learning Objectives: The students will

1. Interpret details, establish purposes, and summarize and an informational passage with text-based evidence and answer questions.
2. Recognize the dangers of heat stroke.

Materials Needed: Copies of the reading passage “Did You Know” for each student

TEKS: ELAR 5.6 A-H; 5.7A, SS 5.26A

Teaching Strategy:

1. Ask the students if they have ever forgotten something. Examples: leaving homework at home, forgetting to put the lid back on the toothpaste, forgetting to shut the front door, etc.
2. Now ask them to imagine if they forgot one of the most important safety rules of a Texas summer: Never play in a hot car and never stay in a hot car alone. Have the students make predictions about children or pets that are left in hot vehicles.
3. Have the students read the handout “Did You Know” individually, as a small group, or with the teacher leading a guided reading with the class. Have a students answer the questions that follow either independently or in small groups of 2 or 3.

4. Go over the answers together.

Answer Key: 1. A; 2. B; 3. D; 4. C; 5. D

5. Using their journal or other writing strategy, have the students write a short paragraph about why talking about this issue is important, or a personal about how this issue has affected them personally.

Extension for Gifted/Talented: Have student research the problem of kids and pets left in hot vehicles. Students should form small groups and attempt to find a technological solution to this dangerous issue. The goal of this is for students to think of an app, a new feature in a car, or some other invention that would solve the problem. Have them present their solution to the class.



Did You Know?

- A child's body heats up three to five times faster than an adult's body.
- Heat stroke deaths have been recorded in 11 months of the year in nearly all 50 states.
- More than half of heat stroke deaths occurred when a distracted caregiver forgot a quiet child was in the vehicle.
- Creating reminders and habits is an effective way to ensure that a child is not forgotten in the vehicle.

These are just a few of the facts about heat stroke. Heat stroke in a car causes an average of more than 35 preventable deaths a year. The temperature in a parked car can rise by 20 degrees in as little as 10 minutes and can be deadly in less than an hour. This issue is very important and very close to people's hearts.

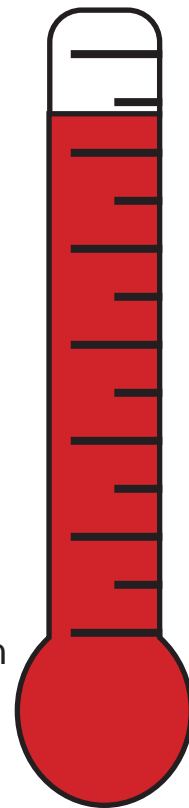
Many people are working to help prevent these deaths by educating the public. One campaign, put together by the GM company and Safekids.org asks people to **ACT**.

A- Avoid heat stroke related death and injuries by never leaving children alone in a car, not even for a minute.

C- Create reminders to check the car for small children. Place a teddy bear in the car seat and put it in the front seat when the child is in the car seat. Place a purse or mobile phone in the back seat to ensure the backseat gets checked.

T- Take action. If you see a child left unattended in a car call 911. Emergency personnel will know what to do.

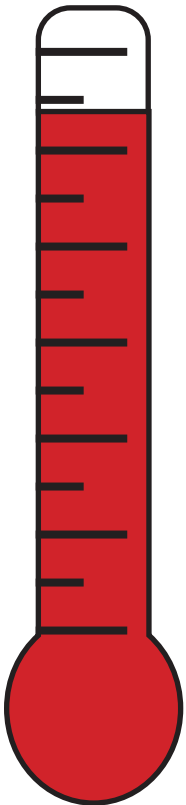
Families, government agencies, and advocacy groups are all working together to prevent children's deaths from heat stroke. The National Highway Traffic Safety Administration has another campaign. Their slogan is, "Where is baby? Look before you lock." Their campaign is focused on families double checking their cars especially when they are out of their routine. Changes in routine can increase the likelihood of a child being left in a car. If a





different caregiver is driving the child, or the family is using a different vehicle than normal, people can be thrown off of their routine and they might need more reminders.

What can students do to prevent heat stroke injuries and deaths? The first thing you can do is to keep an eye out on the younger children in your life. Keep an eye out to make sure they aren't playing in the car, or aren't left in the car. Students can create presentations, flyers, and public service announcements to educate their families about heat stroke dangers.



Questions for Preventing Heat Stroke

1. What is the main idea of this passage?
 - A. Heat stroke is dangerous but preventable. It is important to make sure children are never left in cars unattended.
 - B. More companies and government agencies should work together to prevent heatstroke.
 - C. Slogans and ad campaigns can make a difference in safety issues.
 - D. ACT is one of the campaigns to help educate people about the danger of kids being left in cars.
2. What does the phrase “close to people’s hearts” mean?
 - A. It is in people’s chests.
 - B. It is something people care about.
 - C. It is related to people’s health.
 - D. It is a burden.
3. Based on the information in this article, which of the following is an inference the reader can make
 - A. Some cars are worse than others when it comes to heat stroke.
 - B. Heat stroke is contagious as well as dangerous.
 - C. No one but children can get heat stroke.
 - D. Most heat stroke deaths are preventable.
4. What is the author’s purpose for writing this passage?
 - A. The author hopes to persuade readers to use “Where is baby? Look before you lock.” stickers.
 - B. The author is expressing strong emotions about heat stroke deaths.
 - C. The author is informing readers about programs that are working to prevent heat stroke deaths.
 - D. The author is persuading readers to join Safekids.org.
5. Which of the following is the best summary of this article?
 - A. Heat stroke, car collisions, not using proper safety equipment, and distracted driving are all dangerous.
 - B. Heatstroke deaths have been recorded in 11 months of the year and in almost all 50 states.
 - C. There are two competing campaigns about heat stroke. People need to choose which one they are going to use.
 - D. Heat stroke can be deadly. It is never safe for children to be left unattended in a car. People need to work together to help keep kids safe.



SKATE SAFETY

Learning Objectives: Students will


1. Recognize the risks of skateboarding.
2. Identify safe practices for skateboarding.
3. Describe safety gear to always wear when skateboarding.

Materials Needed: Copies of “Designing a Message for Skateboards” for each student

TEKS: SS 2.17A, 3.16A, 4.19B, 4.22A, 5.23B, 5.26A; Health 2.2C, 2.3A, 3.2A, 3.2E, 3.11C, 4.4F, 4.9C, 4.11D, 5.5E

Teaching Strategy:

1. Review the Information Sheet: Skateboard Safety (<http://tmcec.com/public/files/File/MTSI/DRSR/Skateboarding%20Safety.pdf> — attachment provided with lesson) and prepare a short presentation for students outlining the risks involved in skateboarding, the special risks for younger children, and the fact that boys and inexperienced skaters are more at risk. Research city ordinances and find the ones that apply to skateboarders in your city.
2. Ask students the following questions:
 - Do they skateboard?
 - Have they witnessed falls and injuries by skateboarders? What happened?
 - Do they know the rules at the school and community for skateboarders?
3. Post the recommended safety rules (Student Handout: *Keep It Safe*) on the white board or chalk board. Review recommendations. Ask a volunteer to demonstrate some of the “keep safe” safety recommendations, such as crouching.
4. Ask students to design a skateboard that conveys the importance of safety on the skateboard template. Include a label like “Skate Safe” or “Be Safe” or “Safety First.” Ideas might include:
 - a person wearing all the safety equipment
 - a checklist for what to wear
 - a rider shown on a smooth, dry surface
 - using the “Do Not” symbol, showing a skater on a crowded sidewalk
 - a crest with a safety message
 - a “cool” rider with a caption saying “Wear Your Helmet”

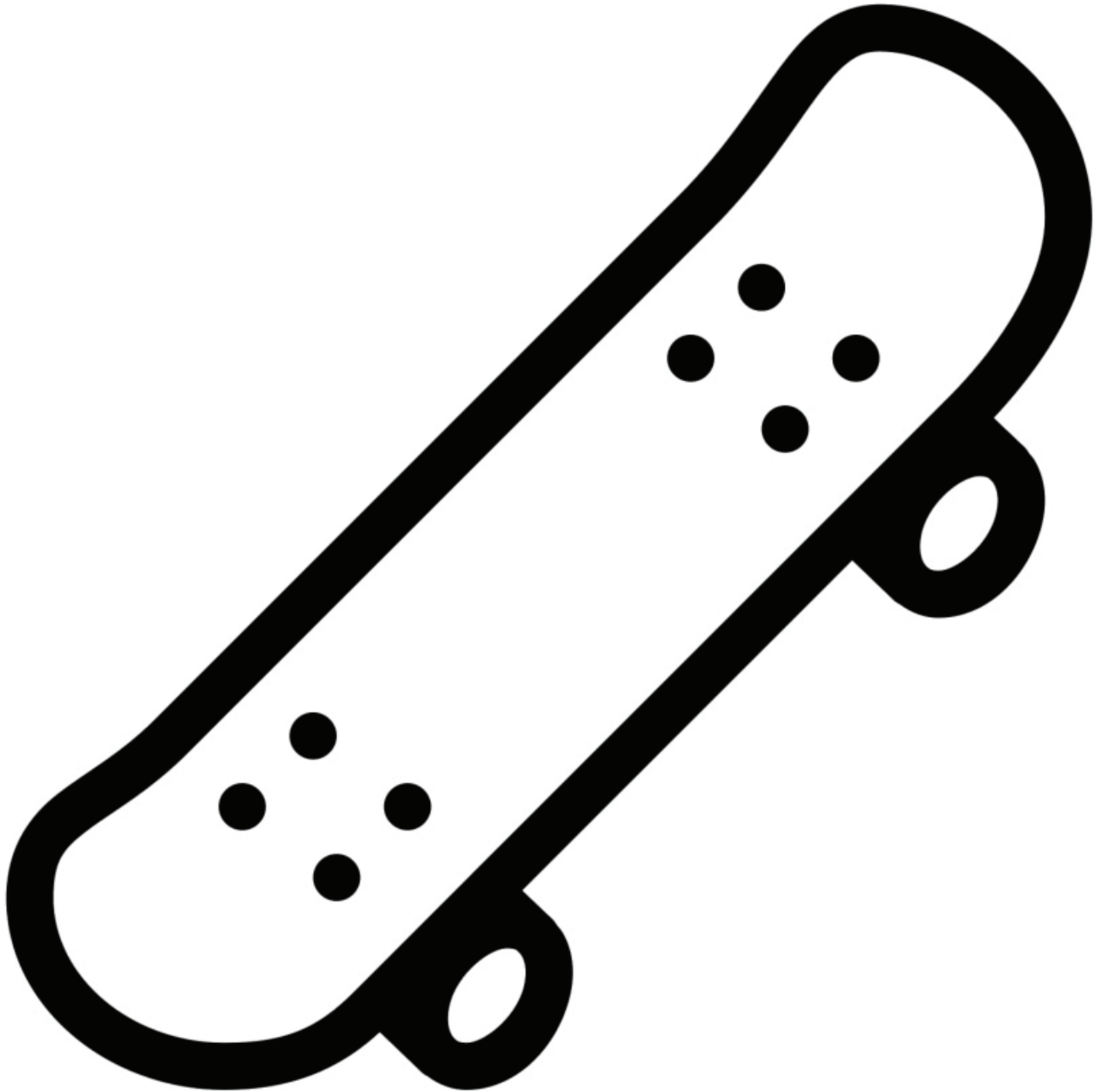
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5. If there is an older student in your school in your school who is a skater, invite him or her to talk to your students about safety issues and to comment on the skateboard designs. Note: Youtube has numerous short video on how to safely skateboard. Select one that is appropriate for your students' age and level of interest.
 6. Conclude with a discussion emphasizing answers to the following questions:
 - Why safety equipment is important?
 - What are consequences of not wearing safety equipment?
 - What should you do if friends try to convince you to not wear safety equipment or engage in other risky behaviors?
 - What is the importance of following rules and laws?

Extension for Gifted/Talented:

Ask students to create a short 5 minute video on skateboard safety. Show it to students in other classrooms.



DESIGNING A MESSAGE
FOR SKATEBOARDS





Driving on the Right Side of the Road Skateboarding Safety

JUST THE FACTS

In 2018, there were approximately 43,717 injuries to children aged 10-14 involving skateboards.

Of those 43,717 injuries, an estimated 8,698 were serious injuries.

60% of all skateboard injuries involve children under age 15; most of those injured are boys.

At highest risk are:

- Inexperienced skateboarders who have been skating for less than one week suffer one-third of injuries, usually as a result of falls. Riders with a year or more of experience have the next highest number of injuries.
- Any skateboarder not wearing protective equipment is at risk of injury. Every skateboarder should wear standard safety gear, including a helmet, wrist guards, elbow and knee pads, and appropriate shoes. Skateboarders who perform tricks should use heavy duty gear.
- Any skateboarder who goes near traffic or uses homemade skateboard ramps, both particularly dangerous, is at high risk of injury..
- An experienced skateboarder who encounters unexpected riding surfaces including rough surfaces, slopes, rocks, or other debris while attempting difficult stunts could be in danger of a fall. A skater should avoid wet pavement, rough or uneven surfaces, crowded locations, and risky behaviors, including skating too fast.
- Serious skateboarding injuries happen when one loses control, falls, or runs into a motor vehicle, road hazard, pedestrian, another skateboarder, or bicyclist.

Skateboarding is a special risk for young children for the following reasons:


- Children have a higher center of gravity, less development, and poor balance. These factors make children more likely to fall and hurt their heads.
- Children are less able to break their falls since they have slower reactions and less coordination than adults.

- Children overestimate their skills and abilities and are inexperienced in judging speed, traffic, and other risks.

*Adapted from **Bicycling and Skating Safety Fact Sheet** , **Skateboarding Safety** , and **Skateboards Fact Sheet***

IT'S THE LAW

- Eight states and the District of Columbia require children to wear a helmet while participating in other wheeled sports, such as riding on scooters, inline skates, or skateboards.
- Texas laws do not specifically address skateboarding. Laws that apply to pedestrians and bicycling may apply. A number of cities have specific ordinances that govern skateboarding. Check your city's website or <http://www.municode.com> for ordinances that apply to your town or city. Below are several examples of the types of local laws that have been adopted by cities across the state:
- Many cities have made it against the law to ride a skateboard on any public street except when crossing a street in a crosswalk. For instance, the City of San Marcos has the following ordinance:
 - It is unlawful for a person upon roller skates, in-line skates, a skateboard, or riding in or by means of any coaster, toy vehicle, or similar device to go upon any public street, except while crossing a street in a crosswalk.
 - Several other cities have nearly identical ordinances.
- It is not uncommon for a city to ban skateboarding in a certain area of the city. Examples:
 - San Marcos has made it unlawful to ride a skateboard within the central business area zoning district.
 - Denton has made it unlawful to ride a skateboard within 500 feet of certain intersections as long as signs are posted.
 - A Fort Worth ordinance bans skateboarding in designated parks and recreation areas where signs are posted indicating that skating is prohibited.
 - Galveston does not allow people to ride a skateboard in the entertainment areas of the city unless the person has obtained approval from the city park board of trustees to do so. Galveston also does not allow skateboarding in a specific area “between and including 19th and 25th Streets and between and including Water and Church Streets.” Violating the ordinance is punishable by a fine of up to \$500.
 - San Antonio prohibits riding a skateboard on walking and running tracks and trails in two city parks listed in an ordinance.

- 
- Many cities also ban “skitching” or clinging to a vehicle on a roadway. An example is this San Antonio ordinance :
 - Any person riding upon any bicycle, motorcycle, coaster, roller skates, sled, or any toy vehicle shall not attach the same or himself to a moving vehicle upon any roadway.

KEEP IT SAFE

- Ride skateboards on smooth, dry surfaces located in a well-lit area.
- Never ride on the street, at night or on any surface that has water, sand, dirt, or gravel.
- Wear a helmet, wrist brace, and protective gear (slip resistant shoes, padding for hips, knees, elbows, and gloves).
- Never hold onto the side or rear of a moving vehicle while riding a skateboard ("skitching"). You could fall or be thrown into oncoming traffic if the vehicle suddenly slows, stops or turns.
- Avoid skateboarding in crowded walkways, in wet weather, or in darkness.
- Always screen the area before you skateboard, inspecting surfaces for rocks and other debris.
- Don't take chances.
 - Complicated tricks require careful practice and a specially designated area.
 - Only one person per skateboard. Never hitch a ride from a car, truck, bus, bicycle, etc.
- Learning how to fall in case of a crash may help reduce your chances of being seriously injured.
- If you are losing your balance, crouch down on the skateboard so that you will not have so far to fall.
- In a fall, try to land on the fleshy parts of your body.
- In a fall, try to roll rather than absorb the force with your arms.
- Even though it may be difficult during a fall, try to relax your body, rather than stiffen it.

Adapted from Skateboard Safety for Kids, Skateboarding Safety, and Skateboards Fact Sheet

JET PACK: CREATING A SET OF JUST AND FAIR LAWS

Learning Objectives: Students will

1. Create a set of laws for a hypothetical form of transportation.
2. Evaluate the laws according to the given criteria in order to discover the difficulties in creating new laws.

Materials Needed: supplies for making posters, PowerPoint (optional)

TEKS: SS 3.9A, 3.14C, 3.16A, 4.21A, 4.21B, 5.25D, 5.26A, 5.31A, 6.12B, 6.15 A, 6.19C, 6.21D, 6. 22.A (6th grade included if 6th in elementary)


Teaching Strategy:

1. Brainstorm a list of categories that traffic laws can be divided into. Examples might include: speed, parking, safety, size, license, area of operation, traffic flow, and design requirements. Show the Youtube video entitled “Addis Ababa Crazy Traffic Near Meskel Square Amazing Video.” Afterwards, ask what this city could do to improve their traffic situation.
2. Read the following fictional scenario:

Recently a breakthrough in technology has made it affordable to mass produce jetpacks for use by the general public. A jetpack is worn like a backpack and allows a person to travel like a helicopter. Before these can be sold in stores, laws must be developed to regulate their use.

Your job will be to create a set of laws that will control the use of this new vehicle. Be sure your laws cover all aspects necessary to maintain order in society with this new means of transportation.

(Note: It might be helpful to search the internet for a video of a jetpack in operation in order to show the students what laws might be needed. One good example is the YouTube video entitled “GO FAST JET PACK – Highlight Reel.”)
3. Divide the class into groups of 3-4. Each group will generate a list of laws to regulate jetpack operation. Groups may create laws for all aspects of jet pack operation or you may assign them one or two categories generated in step one. The teacher should be circulating among groups facilitating problem solving and encouraging the students.
4. Present the Criteria for Just and Fair Laws chart. Discuss the meanings and practice discerning how to improve laws with the “Just and Fair Laws: Examples to Evaluate” page.

- 
5. Once groups have written down their laws, they need to have their laws evaluated against the qualities that describe just and fair laws (see the Criteria for Just and Fair Laws chart). Assign each group to analyze another group's laws using the student rubric. Afterwards, each group should make revisions to their laws.
 6. Have the group create a poster or PowerPoint that will be used to present their laws to the class. The poster should clearly state the laws for all to see. A song, skit, or news report might also help make an effective presentation.
 7. Debrief the activity by comparing safety issues on futurist jet packs with current laws controlling traffic safety.

Extension for Gifted/Talented:

Ask students to write an editorial column or TV commercial to promote or oppose the actual use of jet packs in the community.



CRITERIA FOR JUST AND FAIR LAWS

Fair to everyone

The law should not show favor/disfavor to people with certain qualities, wealth, knowledge, or ability

Possible to follow

The law should work in the real world. Sometimes on paper it looks good, but in practice it never happens or might limit a required action.

Easily understood

While not eliminating quality vocabulary, the law should be written with language most people comprehend.

Enforceable

Does the law require law enforcement to do a task or observe a behavior that requires them to do something impossible or rare?



Just and Fair Laws:

Examples to Evaluate

1. Ambulatory privileges in the classroom are henceforth revoked.

Criterion broken: _____

The rule would be better if it was rewritten to say: _____

2. “All people wearing purple must behave themselves.”

Criterion broken: _____

The rule would be better if it was rewritten to say: _____

3. Only sharpen pencils at night when no one is here to be disturbed.

Criterion broken: _____

The rule would be better it was written to say: _____

4. Never talk to anyone.

Criterion broken: _____

The rule would be better it was written to say: _____





Student Rubric _____

List the laws that you think need to be improved next to the criteria it does not fit.

Law	Criteria	Suggestions for Improvement



Group: _____

Teacher Rubric

Jet Pack Law Making

A. How complete is the project? Did the group create a law to cover all the needed aspects?

well done

mostly covered

somewhat covered

lacking several

10

7

4

1

B. Criteria 1-10 points

1. Fair to everyone _____
2. Possible to follow _____
3. Easily understood _____
4. Enforceable _____

C. Poster/PowerPoint presentation 1-10 points each

readable/interesting poster _____

professional-like presentation _____

all participated in presentation _____

D. Team player/behavior (based on the individual)

responsible teammate _____ 20 points

disruptive -5 _____ off task -5 _____ non-participating -5 _____ overbearing -5 _____

CLAIM YOUR POWERS

Learning Objectives: Students will

1. Define the powers of the legislative, executive, and judicial branches of government.
2. Describe separation of powers.
3. Identify examples of checks and balances.

TEKS: Social Studies 5.15A, 5.25D, 5.26A

Materials Needed: Day 1 - U.S. Constitutions, large paper, markers, and chart on branches of government.

Day 2 - Claim and Do Not Claim Signs for each group, U.S. Constitution, Student Handout (blank chart)

Note: A limited number of pocket-sized U.S. Constitutions are available at no charge (while supplies last) from the DRSR project. Email drsr@tmcec.com

Vocabulary: branch, checks & balances, executive, judicial, legislative, separation of powers,


Teaching Strategy:

1. Day 1 — Divide students into three groups: each group representing one of the three branches of government. Larger classes may be divided in six groups with two groups representing each branch. Give them the following instructions:
 - A. Using the U.S. Constitution, make a list of the powers of your branch of government on butcher paper or use the handout entitled Separation of Powers.
 - Legislative (Article I: paragraphs 4, 5, and 6 of Section 3; Sections 7 and 8)
 - Executive (Article II: Sections 2, 3, and 4)
 - Judicial (Article III)
 - B. Each branch may find a statement of power belonging to another branch contained in its Article. If so, this information should be shared with the other branch of government.
 - C. Post the sheets of paper on the wall and discuss, checking for accuracy.
 - D. Debrief their analysis by discussing the following questions:
 - How would you define separation of powers?
 - Why do you think the writers of the Constitution separated the powers of the government?



- What are the advantages and disadvantages of separation of powers?
 - Are the branches of government completely separate? If not, give examples.
 - What powers of government did you find in your article that belonged to another branch? Why was this? Explain that this is an example of checks and balances.
 - How would you define checks and balances.
 - What are some current examples of checks and balances that you have heard about from the media?
 - Do you think having checks and balances is the most efficient form of governance? What does it hope to ensure?
 - Are there too many checks and balances? Too few?
- E. Pass out the blank handout and ask students to create their own chart of the powers of each branch. Students should identify at least three checks and balances for each branch – there are more in some instances. Post completed chart on whiteboard and compare answers.
2. Day Two — Check for understanding by playing the game “Claim Your Powers.”
- A. Divide the class into groups in the same fashion as earlier.
 - B. Create “Claim” and “Do Not Claim” signs using rulers or yardsticks as handles. Mount a symbol of the branch (see attachments) on cardboard with the ruler taped to the back.
 - C. Provide each group with two signs: “Claim” and “Do Not Claim.” Each branch will also need the list of its powers developed earlier in the lesson.
 - D. Tell the class that they will be acting as a branch of government and that it is their responsibility to maintain the powers granted to them in the Constitution.
 - E. Tell the class that they will be acting as a branch of government and that it is their responsibility to maintain the powers granted to them in the Constitution.
 - F. Tell the class that you will read a series of situations involving traffic safety, each involving a power of one or more branches of the government. In some instances, a branch will have the sole power; in others, the power may be shared. After each situation is read, each group will have one minute to discuss the situation and decide if the power belongs to its branch and to find the part of the Constitution justifying their decision. At the end of one minute, the leader will say the word “vote” and each group must hold up a sign, either “Claim” or “Do Not Claim.” Every group must vote on each situation. Each group will then explain its reasons for its decision, and the teacher will rule on the accuracy of the choice. In large classes with more than three groups, groups representing the same branch of government can alternate voting.
 - G. Explain that scoring will be as follows:



- 
- Two points will be given for correctly claiming and justifying the claim of a power.
 - One point will be given for correctly voting not to claim a power.
 - No points will be given to a group incorrectly claiming or not claiming a power.

Note: The teacher will have to use judgment in deciding when to give points if groups get creative and extrapolate.



Extension for Gifted/Talented:

Ask students to write in their journal or comment on the following quotation: “Power corrupts and absolute power corrupts absolutely.” -Lord Acton



Claim Your Powers Scenarios (For Teachers)

Note to Teacher: Modify the scenarios as appropriate for the age group of students. Greater emphasis might be placed on impaired driving in high school and middle school.

A bill on banning the use of cell phones while driving is vetoed.

The Secretary of Transportation is appointed.

A law is declared null and void.

A treaty is approved with Mexico over commercial trucks travelling on interstate highways.

A tax to construct and maintain interstate highways is passed.

A law recently passed by Congress has been challenged as unconstitutional.

An executive order is signed to give the Department of Transportation authority over the nation's transportation infrastructure.

A case over mandatory child safety seats is heard in court.

Bruce has been arrested with the federal crime of transporting stolen automobiles from Texas to Oklahoma.

Impeachment proceedings have been brought against the President.

You hold your office for life during good behavior.

A law is being considered requiring air bags in all motor vehicles made in America.

The man in Texas is suing the state of Louisiana for having unsafe roadways.

A law prohibiting skateboards at the Lincoln Monument is enforced.

A hearing over the fuel efficiency standards on cars is held to determine whether a new law is needed.

A search warrant is prepared for the search of the trunk of a car for stolen hubcaps.

Federal money is appropriated for traffic safety grants.

The FBI is investigating crimes involving interstate commerce.

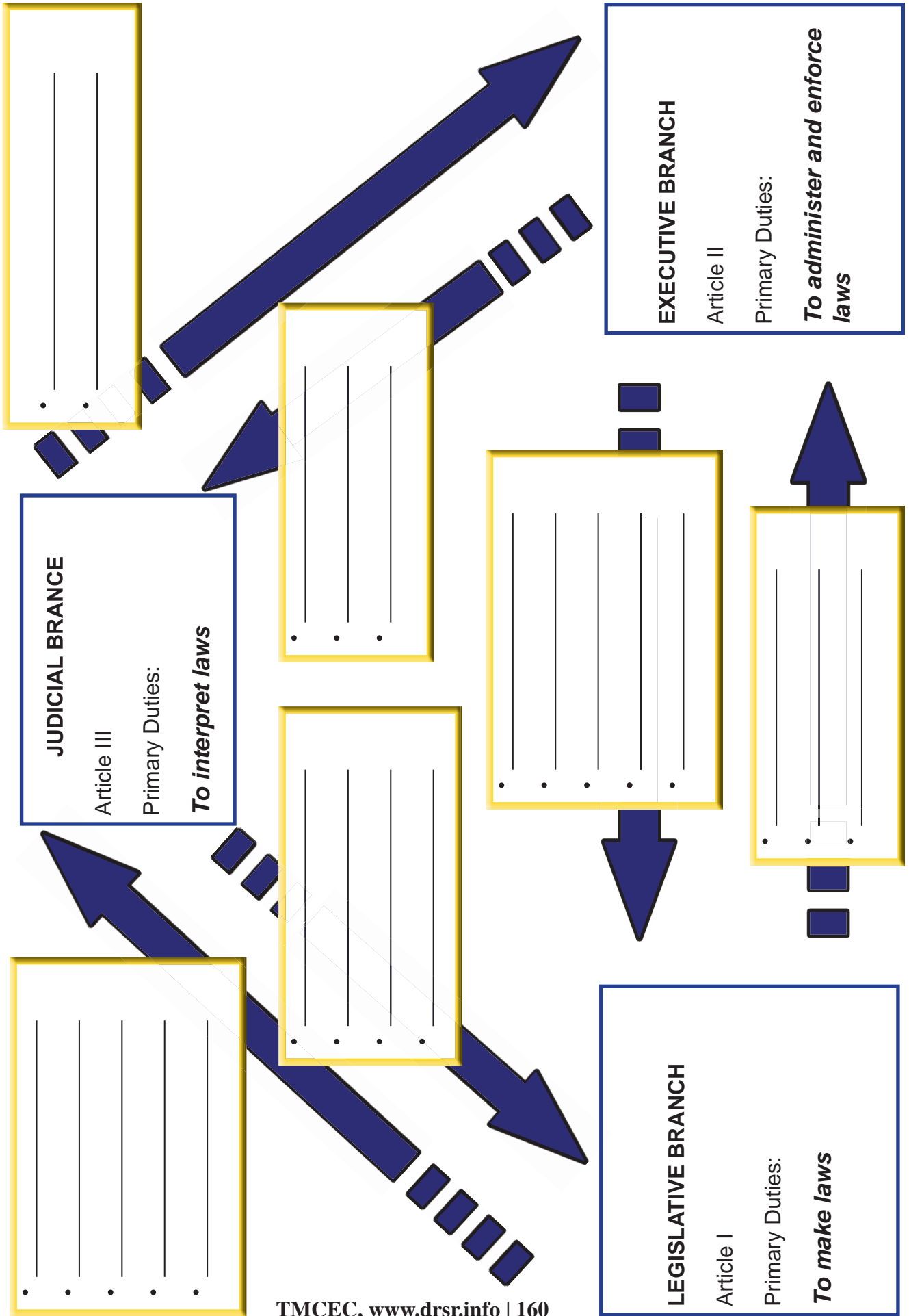
SEPARATION OF POWERS

Executive	
Judicial	
Legislative	



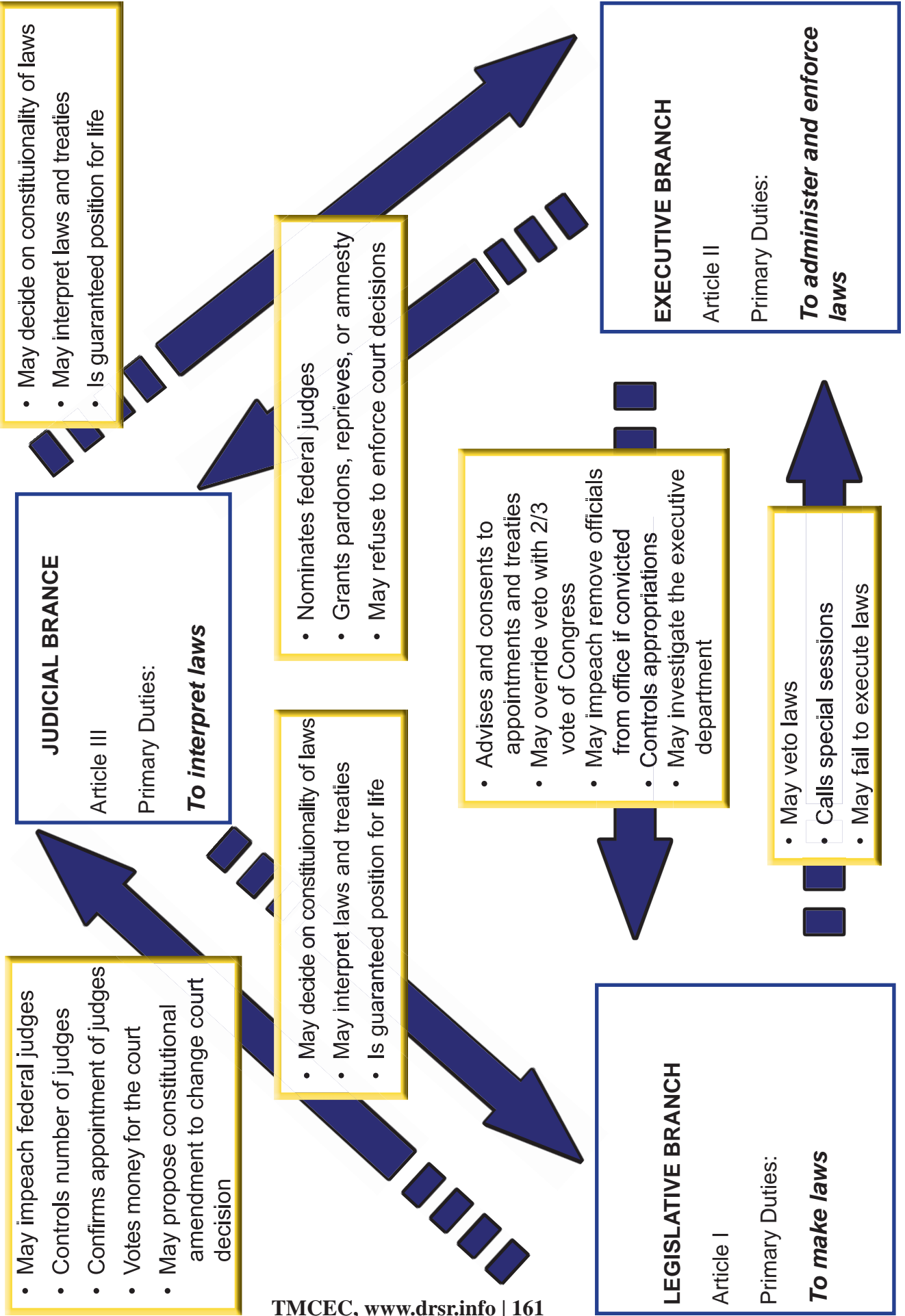
SEPARATION OF POWERS — CHECKS AND BALANCE

Student Handout



SEPARATION OF POWERS — CHECKS AND BALANCES

Teacher Key



Executive

CLAIM



Do NOT CLAIM



Legislative CLAIM

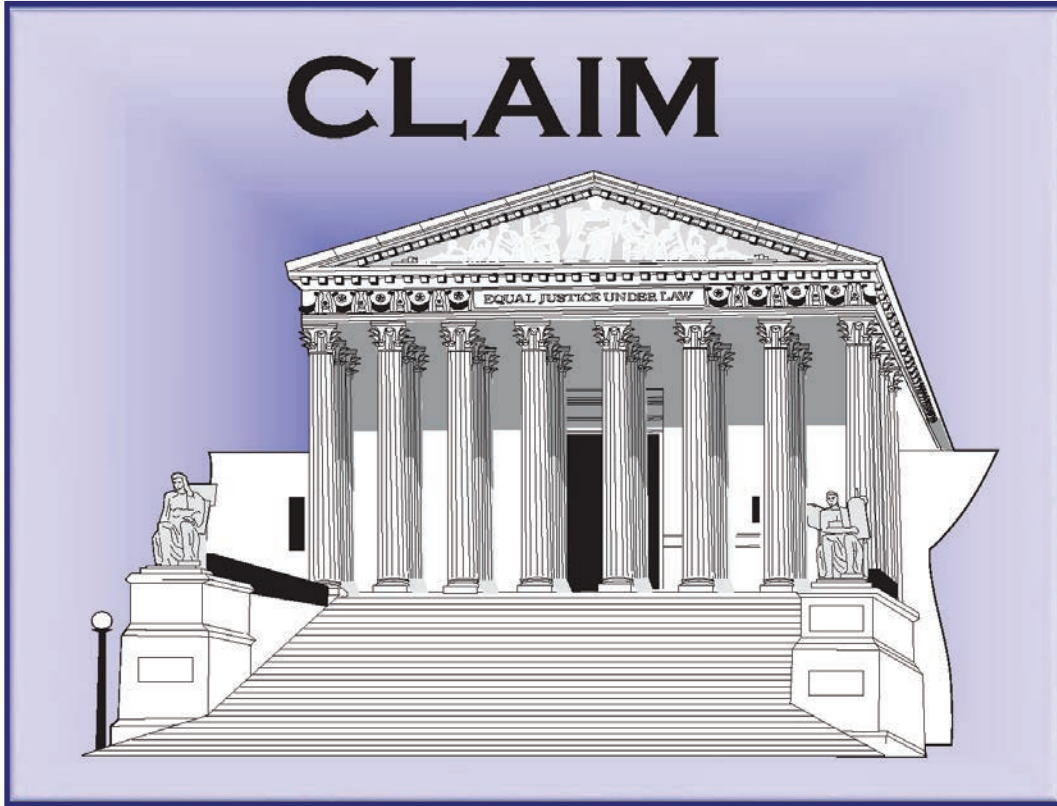


Do NOT CLAIM

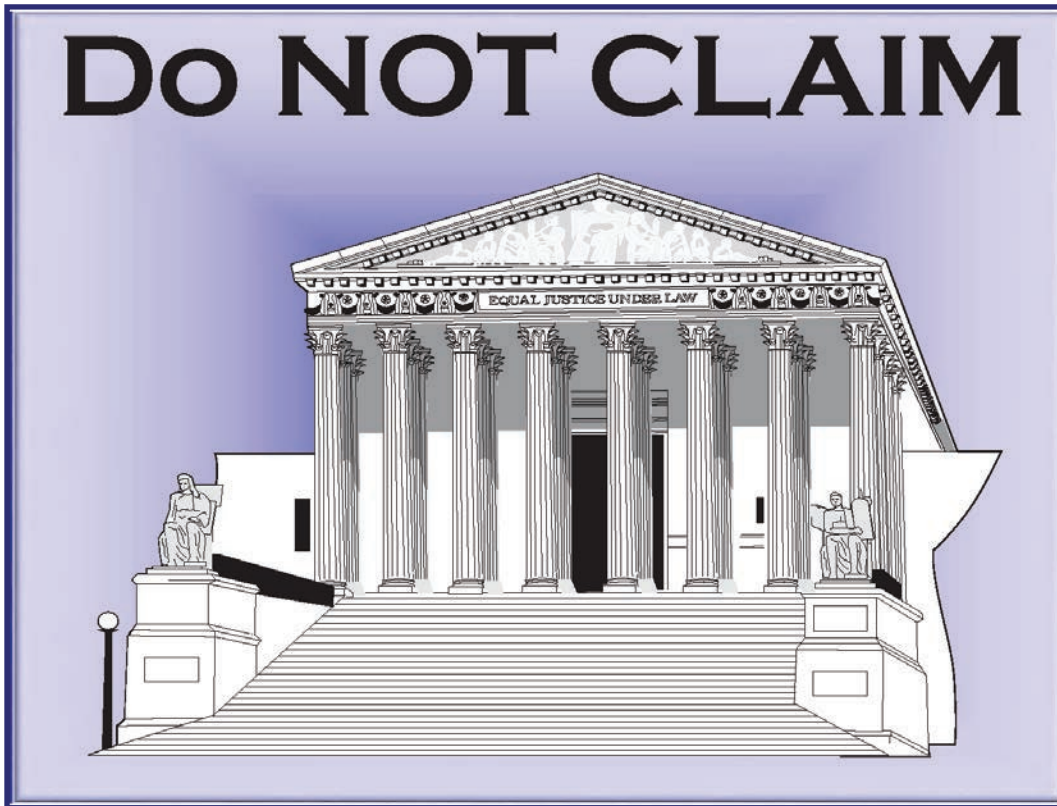


Judicial

CLAIM



DO NOT CLAIM



INTERPRETING THE LAW

Learning Objectives: Students will

1. Recognize the functions of laws and ordinances.
2. Describe why it is important that laws be written clearly and fairly.
3. Describe the role of a judge.


Materials Needed: Student Handout: The Function of the Courts - To Interpret the Law

Vocabulary: interpret, letter of the law, intent of the law, ordinance.

TEKS: SS 5.15A, 5.25D, 5.26A

Teaching Strategy:

1. This can be done individually or in small groups.
2. Tell students that they are going to serve as judges. Explain that there is a nearby community where a law was passed by the city council as an ordinance, called “No Vehicles in the Park.”
3. The handout presents students with a series of cases in which there may be violations. Each student (or each group) should decide whether they believe the case is a violation and why. Remind the students to consider the letter of the law (the exact wording of the law) and the intent (the reasons for the law).
4. If the students or groups come up with exceptions, keep a running list. Refine the list as the discussion continues.
5. Call on individual students to explain their reasoning or for small groups to report back their discussion and determination. Compare their answers and reasoning.
6. At the end of the discussion or for an evaluation, ask students to rewrite the law.
7. Guide the discussion with the following questions:
 - Why would a community pass such a law?
 - What is the purpose of a park?
 - Does the ordinance protect that purpose?
 - Is the intent behind a law important in how it is interpreted?

- 
- What is the role of the judge? Explain how you liked or didn't like being a judge.
 - If you were playing the role of legislator rather than a judge, how would you rewrite this law?
 - If you were a police officer (executive) who was responsible for enforcing this law, how would you be fair to all?

Extension for Gifted/Talented:

Have the students brainstorm about an issue in their school or community that might be solved with a new law. Have the students in small groups. Write a law to address this issue. classes should pick the best law that fixes this problem. Then have students research how they would proceed to try and make this law a reality. Who do they need to contact? What is this procedure for turning their suggested law into a real law?

THE FUNCTION OF COURTS TO INTERPRET THE LAW

The authors of the Constitution decided to divide the power to govern among three branches of government. The Congress makes laws. The President and other officials in the executive branch enforce and administer those laws. The primary duty of the courts is to interpret those laws. But what is meant by interpretation? Why do we need someone to interpret law? You be the judge for the story below. Mark the violations of the law with the letter "V." Leave blank the ones that do not violate the law. Be ready to explain your answer.

NO VEHICLES IN THE PARK

The town of Beautifica has established a lovely park in the city. The city council wished to preserve some elements of nature — undisturbed by city noise, traffic, pollution, and crowding — so they blocked several streets and created a new park. It is a place where citizens can go and find grass, trees, flowers, and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park, the following sign has been posted:

NO VEHICLES IN THE PARK

The law seems clear but some disputes have arisen over the interpretation of the law. Interpret the law in the cases below keeping in mind the letter of the law as well as the intent of the law.

- ___ 1. John Smith lives on one side of the town and works on the other side. He will save 10 minutes if he drives through the park.
- ___ 2. There are many trash barrels in the park so that people may deposit all litter there, thereby keeping the park clean. The sanitation department wants to go in to collect the trash.
- ___ 3. Two police cars are chasing a suspected drunk driver. If one cuts through the park, he can get in front of the suspect's car and trap him between the patrol cars.
- ___ 4. An ambulance has a severely injured car crash victim in it and is racing to the hospital. The shortest route is through the park.
- ___ 5. Some of the children who visit the park want to ride their bicycles there.
- ___ 6. Mrs. Thomas wants to take her baby to the park in the baby buggy.
- ___ 7. A monument to the town's citizens who died in the Iraq War is being constructed in the park. A tank, donated by the government, is to be placed beside the monument.
- ___ 8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.
- ___ 9. Some children in the town would like to use their roller blades and skate boards in the park.



Driving on the Right Side of the Road

Texas Municipal Courts Education Center

Elementary Curriculum Guide

Traffic Safety Activities & Games

Section II



Sponsored by:
Law Focused Education, Inc
State Bar of Texas
Texas Municipal Courts Education Center
Texas Department of Transportation





Traffic Safety Activities & Games

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*Note these resources are for educational purposes and are based generally on laws and procedures in Texas. For the purposes of this exercise procedures have been modified for the appropriate age group.

TRAFFIC SAFETY ACTIVITIES & GAMES TEKS CHART

Activity	ELAR TEKS	Social Studies TEKS	Physical Education or Health TEKS
Be Safe (i.e Bingo)	K1A-D	K.7A&B; K.14D	
	1.1A-D	1.10A&B; 1.16A&B	
	2.1A-D	2.8A&B; 2.15B	
	3.1A-D	3.7C, 3.9C, 3.14B	
Traffic Signs Scavenger Hunt	K.1A-D	K.7A&B, K.14D	
	1.1A-D	1.10A&B, 1.16A&B	
	2.1A-D	2.8A&B, 2.15B	
	3.1A-D	3.7C, 3.9C, 3.14B	
Traffic Safety Seek & Find		K.7A&B, K.14D	Health K.2E
		1.10A&B, 1.16A&B	Health 1.2A
		2.8A&B, 2.15B	Health 2.B
		3.7C, 3.9C, 3.14B	Health 3.2A
Hit the Road (i.e. Go Fish)	K.1A-D	K.7A&B, K.14D	Health K.2E
	1.1A-D	1.10A&B, 1.16A&B	Health 1.2A
	2.1A-D	2.8A&B, 2.15B	Health 2.5B
	3.1A-D	3.7C, 3.9C, 3.14B	Health 3.2A
Dangerous Dan (i.e. Old Maid)	K1.A-D	K.8A&B	
	1.1A-D	1.11A&B	
	2.1A-D, 2.28A	2.8B	
	3.1A-D	3.9C	

Traffic Safety Activities & Games

Recommendations for Using These Materials

These materials are familiar games adapted to incorporate important traffic safety signs and law to help teach kids traffic safety while having fun. We believe making kids more aware of their surroundings and laws will get kids thinking and talking about safety in their lives. The lessons of these important dialogues may then be passed on to parents, siblings, and guardians.

To begin teachers can read through the information with the whole class. With struggling readers, teachers can decide to go through the information with a small group and allow advanced readers to access the information on their own. Again, this will vary with each class or each student, depending on the reading level, age group, and degree of student independence. Teachers should use their discretion in deciding what is most appropriate for their classes.

Ultimately these materials could become independent activities and games for students to complete on their own while the teacher is working with small groups in some other capacity. To ensure proper use, and to minimize interruptions to the teacher, we recommend providing students with basic training on how to play the games and complete the activities, as well as making sure they have access to all the additional materials needed to complete each activity. Please take note of the different levels of games and activities to appropriately differentiate for your classes.

GT Extensions: Included at the bottom of each teacher lesson plan is an extension to be used with GT students to make the activity more challenging for them.

Substitute Lesson Plan: These materials can easily be used as a lesson for a substitute. Since the directions on the materials are very simple a substitute should be able to implement them effectively in the teacher's absence. One recommendation is the Traffic Safety Seek & Find because there are many possible extensions.

Reasons to Use The Materials

Not only do these materials support the Texas English Language Arts and Social Studies Standards in the TEKS, but they simultaneously teach an extremely important and often overlooked topic of traffic safety. According to the Center for Disease Control, crashes are the leading cause of death for children under the age of 19. In fact, more than 12,000 U.S. children die every year from unintentional injuries. The information contained in these materials will help teach children some basic, yet potentially life-saving, safety information. For some students, application of the knowledge acquired through these activities could mean the difference between life and death.

Thank you for helping join a nationwide effort to protect our children from unnecessary harm.



BE SAFE (A Bingo-Type Game)

Learning Objectives: Students will


1. Listen and follow directions
2. Identify traffic safety signs

TEKS: ELAR K.1A-D; 1.1A-D; 2.1A-D; 3.1A-D SS K7A&B; K.14D; 1.10A&B; 1.16A&B; 2.8A&B; 2.15B; 3.7C, 3.9C, 3.14B

Materials Needed: Be Safe Game Board (one per student), Be Safe Signs (one per student), Ways to Win Be Safe worksheet (one per student), scissors, glue, and beans or coins for students to mark their game boards

Teaching Strategy:

1. Determine which game board is appropriate for your students. There are three options (4x4, 5x5, or 6x6) with corresponding Be Safe Signs.
2. Tell students they are going to play a game similar to Bingo, but that this game is called Be Safe.
3. Explain to students that the purpose of the game is to not only have fun, but to also learn the traffic signs that help them to “be safe” when they are out-and-about.
4. Give each student a Be Safe Game Board, Safety Signs page, Ways to Win Be Safe worksheet, and beans or coins to mark game boards.
5. Make sure each student has a pair of scissors and access to glue.
6. Explain to students that everyone’s Be Safe Game Board should look a little different. Have them cut out images from the Be Safe Signs page and glue them into the squares on their game board. Students should mix up the images and glue them in whichever order they wish.
7. As the students are cutting and gluing, the teacher can also cut out the various images from the Be Safe Signs page and place them into something like a bowl from which to draw. NOTE: Teachers may want to do this step ahead of time so they can assist students.
8. Direct students to look at the Ways to Win worksheet. Tell them which type of game being played this round. One suggestion is to start with an easier one such as the vertical win.
9. Explain to students that if they win they are to call out “Be Safe!”
10. Draw a traffic sign from the bowl one at a time. Each time, say the name of the sign, and hold it up so all students can see what it is or project the image using a document camera if available.

- 
11. Allow time for students to search and place a marker on the game board if they have the answer before drawing the next card.
 12. Continue drawing cards until a student calls out “Be Safe!”
 13. Check the student’s game board to ensure he/she has won. Continue the game by playing another version of Be Safe on the same card after students clear their markers off their board from the previous game.

NOTE: You may want to have students place completed game boards in a page protector so that they could write on with a washable marker and then erase for future use. This would eliminate Steps 4-6 in subsequent plays.

Extension for Gifted/Talented

GT students can act as the teacher by leading a small group of students in playing Be Safe.

Additionally, to add complexity to the game, GT students could use the 4x4 game board with the 6x6 Be Safe Sign page.





Directions for Be Safe: A Bingo-Type Game

Cut out signs from the picture page and glue one picture inside each square on the Be Safe Game Board. You do not have to glue the pictures in the order that you cut them out. In fact, you should mix the pictures up so that your Be Safe Game Board is unique and different from your classmates' game boards.

Before you begin to play, your teacher will tell you what you need to do to win. Sometimes you need to get four in a row. Other times you need to fill the whole board. Sometimes you need to make a square on your grid. Pay attention to your teacher's directions so you know what you need to do to win. If you are playing without a teacher, the group must decide how to win before play begins.

Your teacher will call out a word and hold up the sign that goes with that word. If the sign matches one you glued onto your grid, put a marker on that square to identify it was called.

The player who satisfies the requirements to win first should call out "Be Safe!"

The teacher will then check to make sure their pictures match those that have been called. If they match, that player wins.



Be Safe Game Board

Be Safe Game Board

		Space Be Safe		

Be Safe Game Board

Be Safe Signs

Stop



Yield



Airport



Speed Limit



No Bicycles



Handicapped Parking



School Zone



Tow Away Zone



Library



No Trucks



Hospital



Work Zone



Picnic Area



Historical Marker



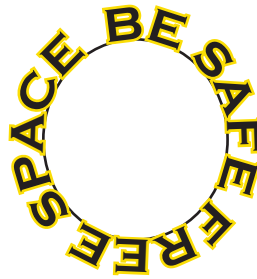
Railroad Crossing



Livestock Crossing



Be Safe Signs



Be Safe Signs



Ways to Win Be Safe

Diagonal: Fill in any four in a row diagonally.

•			
	•		
		•	
			•

Blackout: Fill in any four in a row diagonally.

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Vertical: Fill in any four in a row diagonally.

•			
•			
•			
•			

Perimeter: Fill in the outside edges.

•	•	•	•
•			•
•			•
•	•	•	•

Horizontal: Fill in any row going side-to-side.

•	•	•	•

“T”: Make a capital “T” in any direction on the Be Safe board.

			•
			•
•	•	•	•
			•

TRAFFIC SIGNS SCAVENGER HUNT

Learning Objectives:

1. Identify common traffic signs.
2. Learn the purpose of each traffic sign.

TEKS: ELAR K.1A-D; 1.1A-D; 2.1A-D; 3.1A-D
SS K.7A&B; K.14D; 1.10A&B; 1.16A&B;
2.8 A&B; 2.15B; 3.7C; 3.9C; 3.14B

Materials Needed: Traffic Signs Scavenger Hunt worksheet and pencil or pen

Teaching Strategy:

1. Distribute Traffic Signs Scavenger Hunt to students.
2. Discuss the purpose of each sign.
3. Review the directions printed on the worksheet with students (Directions: During your drive, look for the following signs. When you see a sign, mark the matching box below by making a check mark in the box, or shading in the box) and answer any subsequent questions.
4. Assign Traffic Sign Scavenger Hunt for students to complete during their next car ride or bus trip.
5. After students complete the Traffic Sign Scavenger Hunt, make a class chart tallying which signs were seen most often.

NOTE: This activity may be given as a homework assignment or during the bus ride to a field lesson.

Extension for Gifted/Talented:

Using the class tally chart data, GT students can create a traffic signs graph. Additionally, challenge GT students to create a safety poster using the sign they think is most important for children to know. Allow the students time to present their posters to the class and then display the posters. Finally, GT students can draw any additional signs not included in the Traffic Safety Scavenger Hunt on the back of their paper. Students should write the speculated purpose of the sign underneath each drawing.

You could also ask GT students to create a map of their route home and note the signs that they see along the way.

Traffic Signs Scavenger Hunt

Directions: During your drive, look for the following signs. When you see a sign, mark the matching box below by making a check mark or shading it in.



One Way Street Sign



School Sign



Speed Limit Sign



Street Sign



Stop Sign



School Zone Sign



Handicapped Parking Sign



No Parking Sign




Guide Sign



Traffic Signs Scavenger Hunt

Directions: During your drive, look for the following signs. When you see a sign, mark the matching box below by making a check mark or shading it in.

					
One Way Street Sign	School Sign	Speed Limit Sign	Wrong Way	City Mileage Sign	No Outlet Sign
					
Street Sign	Stop Sign	School Zone Sign	Crosswalk Sign	Hospital Sign	Straight or Turn Guide Sign
					
Handicapped Parking Sign	No Parking Sign	Guide Sign	Curve Ahead Sign	Cell Phones Prohibited Sign	4-Way Sign
					
Do Not Enter Sign	Dead End Sign	Keep Right Sign	Road Work Ahead Sign	Exit Sign	Left Turn Signal Sign
					
Exit Only Sign	All Way Sign	Stop Here on Red Sign	Railroad Crossing Sign	Interstate Sign	Yield Sign
					
Median Sign	Junction Sign	Highway Sign	Lane Guide Sign	Work Zone Sign	Hurricane Evacuation Route Sign



TRAFFIC SAFETY SEEK & FIND

Learning Objectives: Students will

1. Interact with safety terms by solving a word search.
2. Use safety terms to create a word search.

TEKS: SS K.7A&B; K.14D; 1.10A&B; 1.16A&B; 2.8A&B; 2.15B; 3.7C; 3.9C; 3.14B
Health K.2E; 1.2A; 2.5B; 3.2A

Materials Needed: Traffic Safety Word Search worksheet and pencil or pen

Teaching Strategy:

1. Give each student a copy of the Traffic Safety Seek & Find worksheet.
2. Provide students with adequate time to complete the worksheet.
3. Supervise students and assist as needed.
4. Students who finish early may be given a copy of the Traffic Safety Seek & Find student directions and Traffic Safety Seek & Find blank worksheet.

Extension for Gifted/Talented:

After completing their word search, challenge GT students to interact with the words at a higher level by creating a Traffic Safety Crossword Puzzle. If students are not familiar with this type of puzzle then provide them with a simple example and a brief description of how to create such a puzzle. Students may want to use word definitions as the clues.

Traffic Safety Seek & Find

Directions: Find the fifteen words listed at the bottom of the page in the grid below. Circle or highlight each word. Words are hidden up, down, diagonal, forward, and backward.

m	a	x	d	s	i	d	e	w	a	l	k	e	i	d	o	f	f
q	y	w	t	d	f	g	c	h	b	j	m	n	c	v	r	i	a
u	i	f	l	a	d	w	s	r	o	t	c	e	l	f	e	r	t
e	e	h	e	o	n	e	d	y	o	m	a	m	i	a	c	e	h
n	l	i	b	q	u	i	a	t	s	s	a	s	w	l	o	f	u
p	d	w	y	e	i	l	p	s	t	a	s	i	a	r	l	i	n
g	e	s	t	i	s	a	e	g	e	r	e	w	a	t	o	g	n
i	r	g	e	a	n	t	e	i	r	z	s	y	a	i	t	h	g
h	a	u	f	n	a	e	n	h	e	l	m	e	t	l	o	t	i
i	l	e	a	e	v	i	k	t	g	a	l	m	o	y	k	e	s
o	d	b	s	p	o	l	i	c	e	o	f	f	i	c	e	r	p
e	w	r	z	x	c	v	b	n	m	a	d	k	f	s	o	c	o
r	a	t	y	u	i	o	p	l	k	j	u	d	g	e	q	d	t
c	a	v	s	e	a	d	u	p	m	a	l	d	a	e	h	e	s

Words:

- | | | |
|----------------|---------------|--------------------|
| 1. safety belt | 6. stop sign | 11. firefighter |
| 2. booster | 7. yield | 12. police officer |
| 3. helmet | 8. car seat | 13. judge |
| 4. kneepads | 9. sidewalk | 14. headlamp |
| 5. reflectors | 10. crosswalk | 15. laws |





Directions for Traffic Safety Seek & Find Extension:

1. Using the Traffic Safety materials, choose 15 safety words and write them in the list on the bottom of the page.
2. Copy the words into the boxes, one letter per square. Spread out the words.
3. Write some words up-and-down, some words side-to-side, and some words diagonally.
4. Fill in the empty spaces with random letters.
5. Give your word search for a friend to solve.

HIT THE ROAD (i.e., Go Fish)

Learning Objectives: Students will

1. Identify traffic safety signs.
2. Follow written directions

TEKS: ELAR K.1A-D; 1.1A-D; 2.1A-D; 3.1A-D SS K.7A&B; K.14D; 1.10A&B; 1.16A&B; 2.8A&B; 2.15B; 3.7C; 3.9C; 3.14B Health K.2E; 1.2A; 2.5B; 3.2A

Materials Needed: Hit the Road cards, Hit the Road written directions

Teaching Strategy:

1. Tell students they are going to play a game similar to Go Fish, but that this game is called Hit the Road.
2. Explain to students that the purpose of the game is to not only have fun, but also to learn the traffic signs that help them to be safe when they are out-and-about.
3. Review the written directions to Hit the Road with the whole class.
4. If this is the first time the class is playing, select four volunteers who know how to play Go Fish to model the game for the class. Instead of saying, "Go Fish," however, students will say, "Hit the Road."
5. Have students split up into groups of 2 to 4 players.
6. Give each group of students a copy of the written directions and a deck of Hit the Road cards.
7. Allow students to play and monitor the class as necessary.
8. Blank cards are provided for students to create their own Hit the Road cards. Students should brainstorm traffic signs (and their explanations) that might not be represented in the existing pack. Students can also create new signs that might be needed on or near their campus.

NOTE: Hit the Road cards are available from DRSR in limited quantities in English and Spanish versions. Contact DRSR at drsr@tmcec.com for availability.

Extension for Gifted/Talented:

GT students can be told to use the deck of cards to create an original game. Have students write out step-by-step directions for their new game and then allow them to teach a small group of students how to play.

As an additional writing activity for GT students, take away the copy of written directions for Hit the Road and challenge students to write their own directions as clearly and concisely as possible.



Directions for Hit the Road for 2 to 4 players

The object of the game is to be the first player to find matches for all of your cards so that you don't have any cards left.

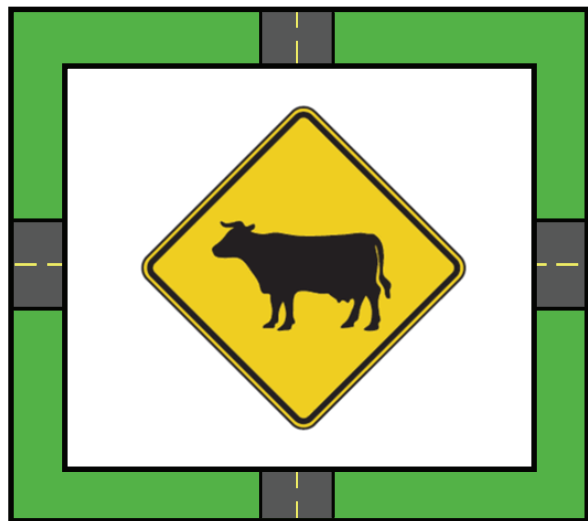
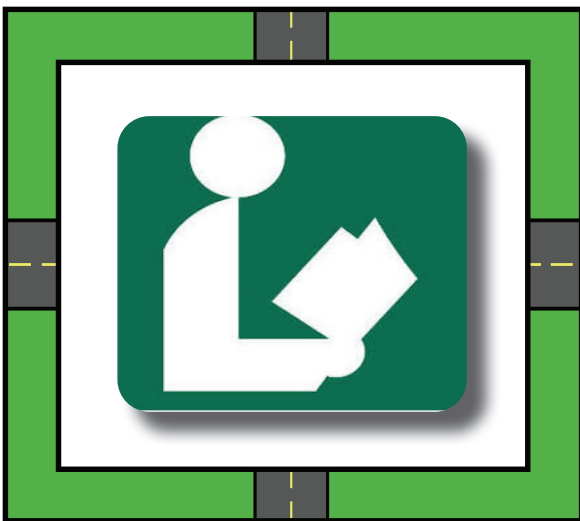
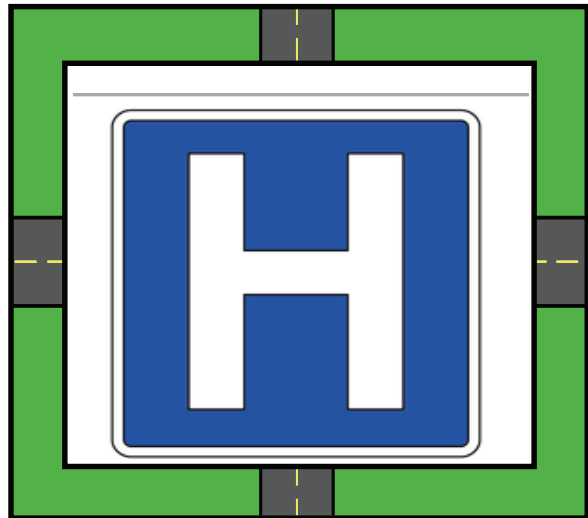
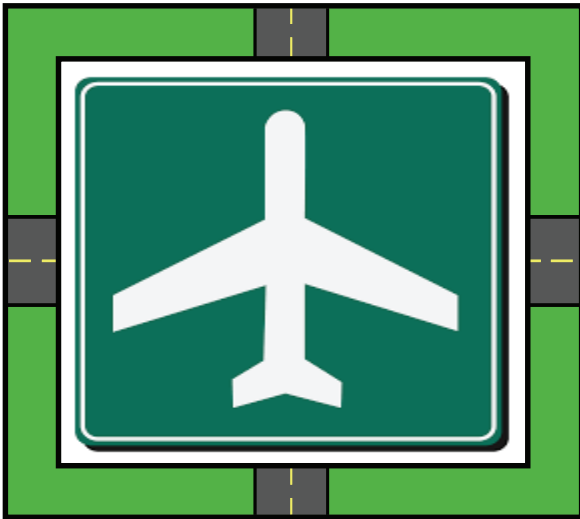
1. Shuffle or mix up the cards.
2. Deal the cards – this means pass out the cards one at a time to each player. Each player gets five cards. The remaining cards go in a pile in the middle face down. This pile is the draw deck from which all players pick cards.
3. Each player puts down any matches face up from their set of cards.
4. The player with the least amount of letters in his or her last name goes first by asking any other player for a specific traffic sign card.
5. If the other player has the card, he or she must give it to the player who asked. In this case, the player who receives the card puts down a match face up in front of him or her. Then he or she gets to go again by asking another player for a specific traffic sign card.
6. The player keeps going until he or she asks for a card that the other player does not have. When this happens, the other player tells the player who asked for the traffic sign to “Hit the Road.” The player who asked then picks a card from the draw deck. If the card picked matches a card in the player's hand, he or she should put down the match face up in front of him or her.
7. After the previous player draws from the deck and puts down any matches, it is the next player's turn. The next player is the player to the left (clockwise) of the player who just finished his or her turn.
8. The next player follows the same directions as the first player (see steps 4 to 6).
9. Continue play until someone runs out of cards by finding matches for all his or her cards. This player is the winner.
10. After the game is over, clean up the cards. Make sure each card has a match, put a rubber band around the cards, and return the cards to the place they belong.



HIT THE ROAD KEY

Airport Sign	An airport sign shows you the way to the airport.
Disabled Parking Sign	A disabled parking sign informs you the parking spot is reserved for people with disabilities.
Historical Marker Sign	A historical marker gives you information about the history of the area.
Hospital Sign	A hospital sign directs you to a nearby hospital.
Library Sign	A library sign shows you a library is nearby.
Livestock Crossing Sign	A livestock crossing sign warns you there may be livestock crossing the road.
No Bicycles Sign	A no bicycles sign tells you bikes are not permitted on this road.
No Trucks Sign	A no trucks sign tells you trucks are not permitted on this road.
Picnic Area Sign	A picnic area sign shows you a picnic area is nearby.
Railroad Crossing Sign	A railroad crossing alerts you a train may be on the tracks.
School Zone Sign	A school zone sign means you are near a school.
Speed Limit Sign	A speed limit sign tells you the fastest speed you can safely drive on a road.
Stop Sign	A stop sign directs you to stop.
Tow Away Zone Sign	A tow away zone means your car will be towed.
Work Zone Sign	A work zone sign tells you to be careful because there maybe workers on the road.
Yield Sign	A yield sign directs you to slow down and wait for traffic to pass.

HIT THE ROAD CARDS



HIT THE ROAD CARDS

A disabled parking sign informs you the parking spot is reserved for people with disabilities.

An airport sign shows you the way to the airport.

A hospital sign directs you to a nearby hospital.

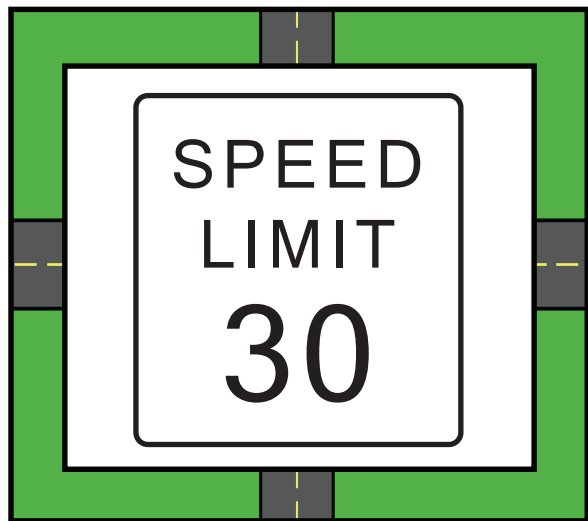
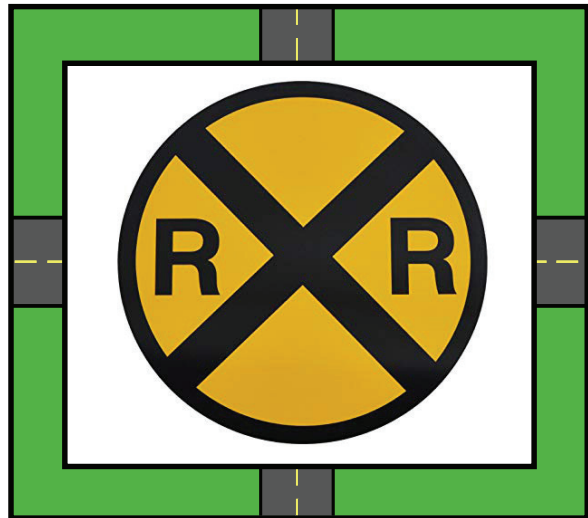
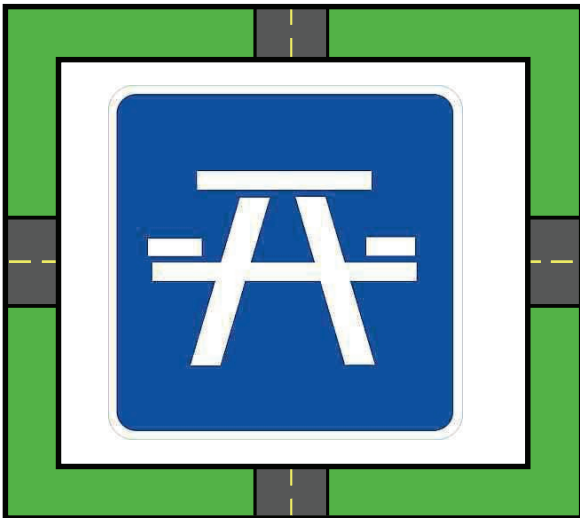
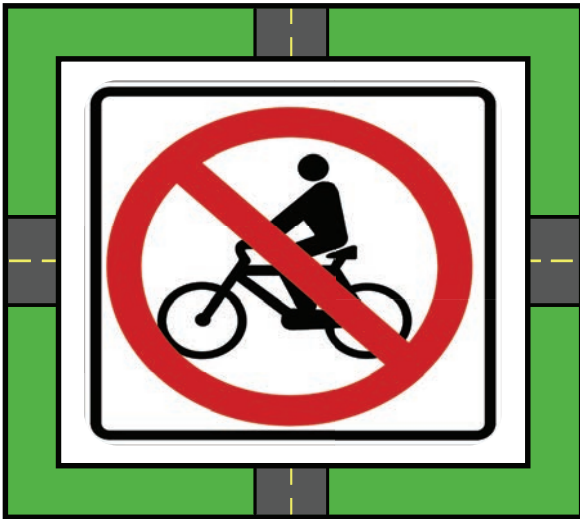
A historical marker gives you information about the history of the site.

A livestock crossing sign warns you there may be livestock crossing the road.

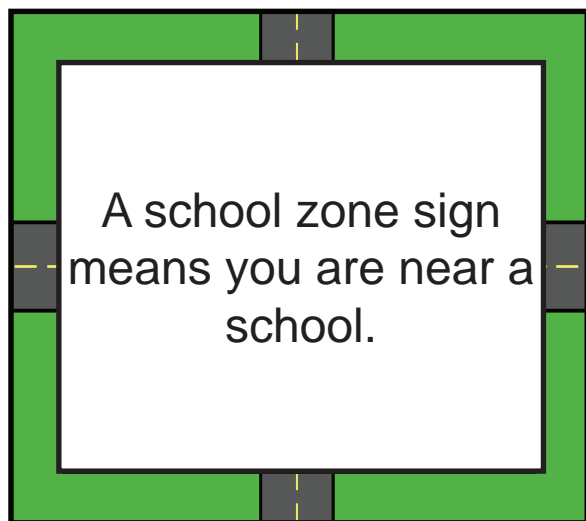
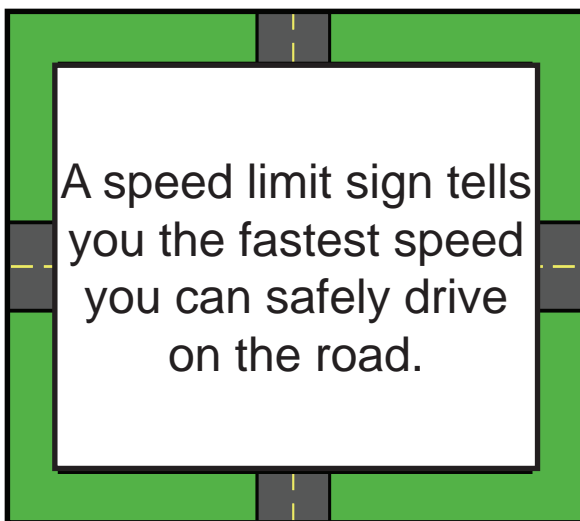
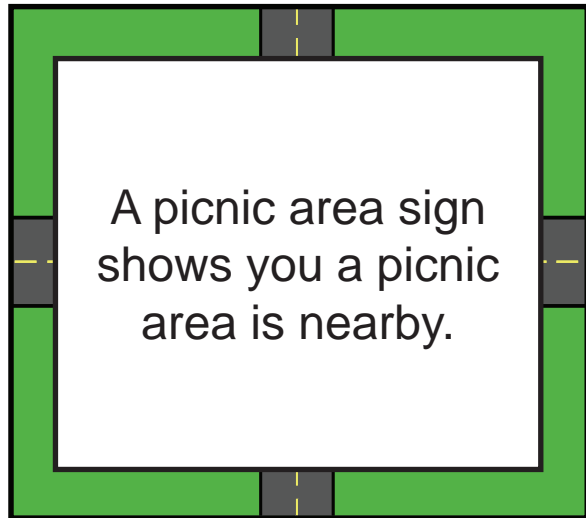
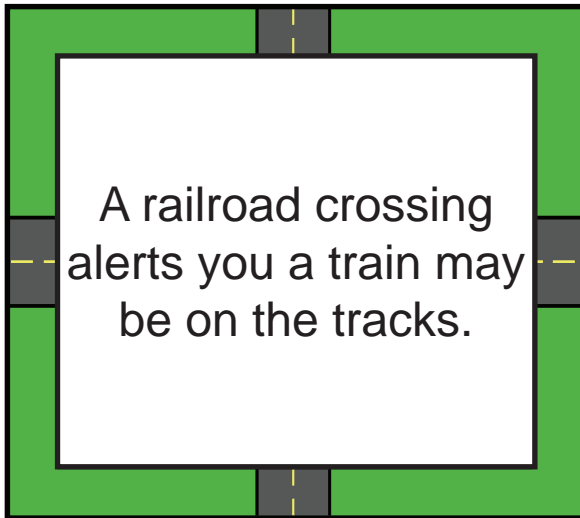
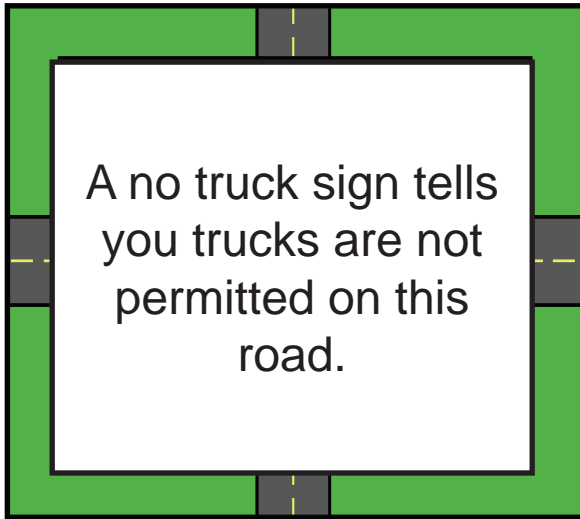
A library sign shows you a library is nearby.



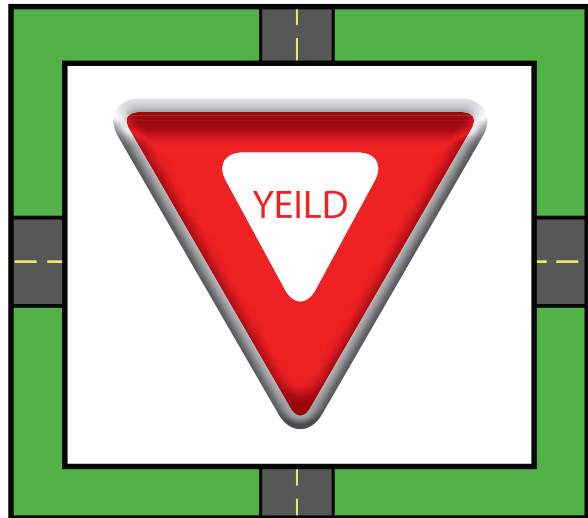
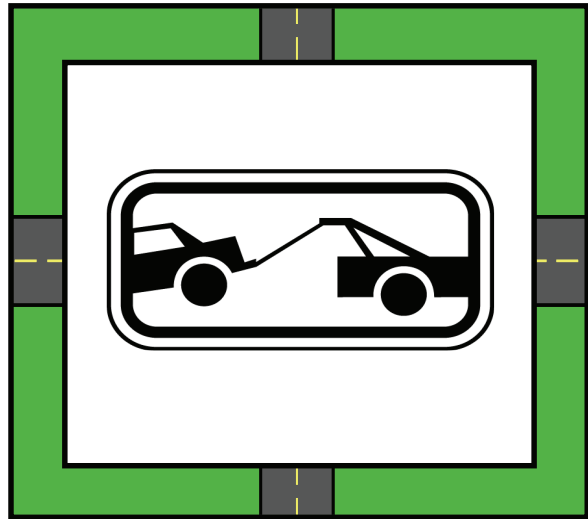
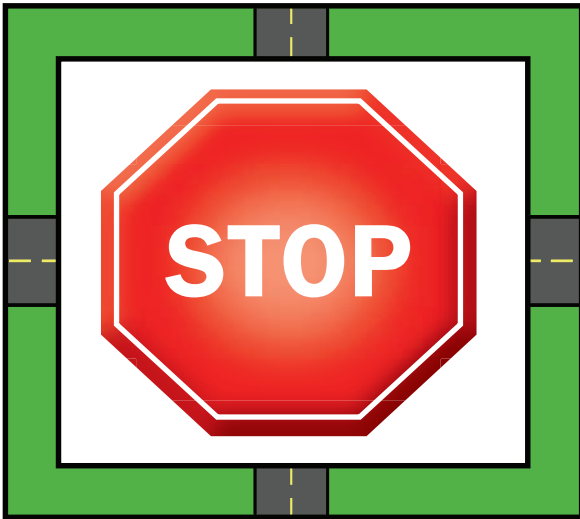
HIT THE ROAD CARDS



HIT THE ROAD CARDS



HIT THE ROAD CARDS

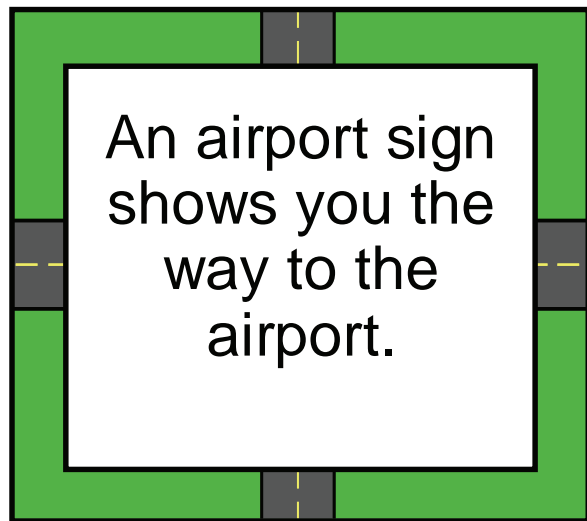
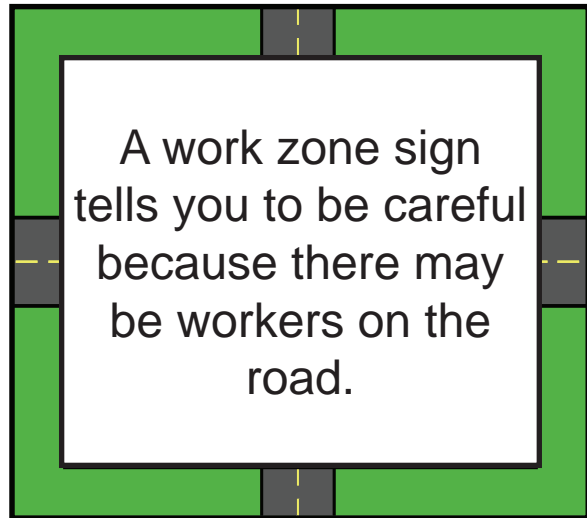
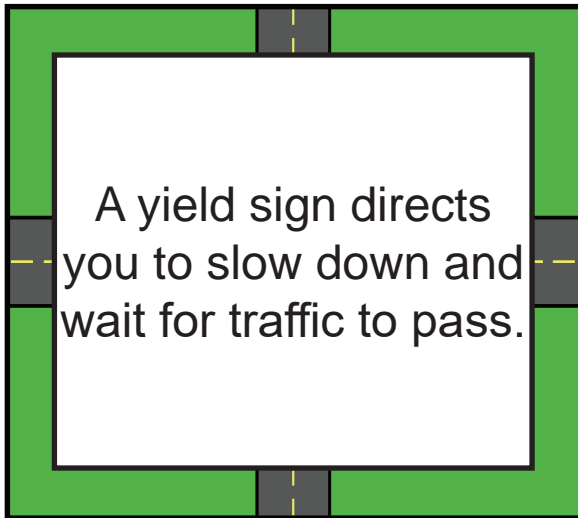
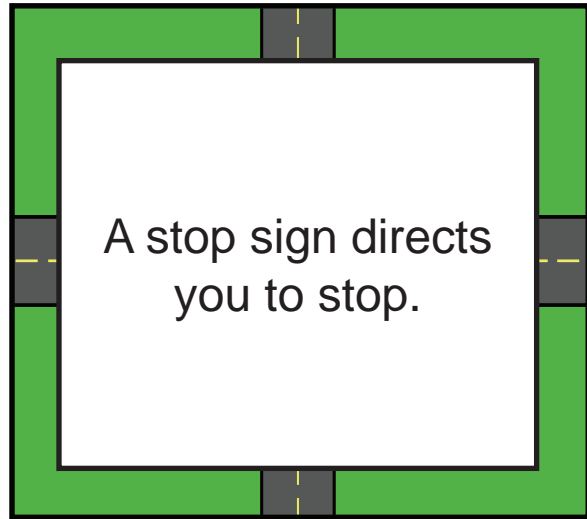
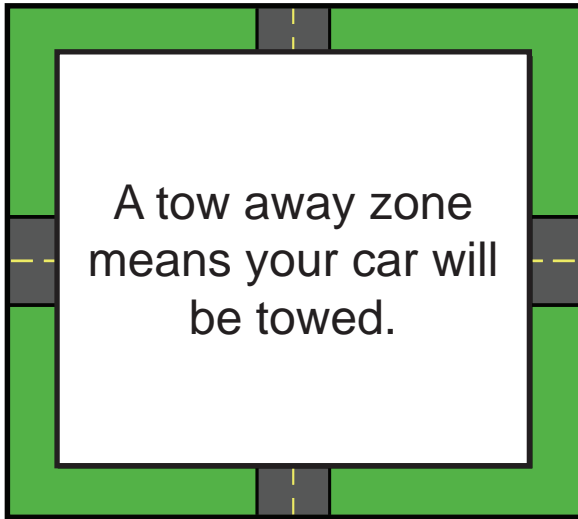


A disabled parking sign informs you the parking spot is reserved for people with disabilities.

An airport sign shows you the way to the airport.



HIT THE ROAD CARDS



DANGEROUS DAN (i.e., Old Maid)

Learning Objectives: Students will

1. Identify community helpers.
2. Describe the role of community helpers.

TEKS: ELAR K.1A-D; 1.1A-D; 2.1A-D, 2.28A; 3.1A-D

SS: K.8A&B, 1.1A&B, 2.8B, 3.9C

Materials Needed: Dangerous Dan cards and Dangerous Dan written directions

Teaching Strategy:

1. Tell students they are going to play a game similar to Old Maid, but called Dangerous Dan.
2. Explain to students that the purpose of the game is to not only have fun, but also to learn about the role of community helpers and the role they play in our communities.
3. Review the written directions of Dangerous Dan with the whole class.
4. If this is the first time the class is playing, select four volunteers who know how to play Old Maid to model the game for the class.
5. Have students split up into groups of 2 to 4 players.
6. Give each group of students a copy of the written directions, and a deck of Dangerous Dan cards.
7. Allow students to play and monitor the class as necessary.

NOTE: Laminate the cards, if possible, before students use them so they may be used repeatedly as an independent center.

Extension for Gifted/Talented:

Students can create their own Dangerous Dan cards. Blanks are included for this. Students could take out Dangerous Dan and flip all the cards over to play Concentration or Memory. They would flip two over and if they match, take them out. Otherwise the student would turn them back over and try again. The game ends when all the pairs have been found.



Directions for Dangerous Dan for 2 to 4 players

1. Shuffle or mix up the cards.
2. Deal all the cards: this means pass out the cards one at a time to each player until the whole deck of cards runs out.
3. The player with the least amount of letters in his or her last name goes first by putting down any cards that match face up.
4. Moving clockwise, each player puts down any matches. Be sure everyone protects their cards so no one else can see them.
5. Once each player has put down the cards that match, the first player picks a card from the player to his or her left. If the card matches a card he or she already has, the player puts down the match face up.
6. Continue moving clockwise allowing each player to take a turn by picking a card from the player to the left.
7. Continue picking cards and putting down matches.
8. The first player to run out of cards wins.
9. The player who is stuck with Dangerous Dan loses.
10. After the game is over, clean up the cards. Make sure each card has a match (except Dangerous Dan), put a rubber band around the cards, and return the cards to the place they belong.



DANGEROUS DAN KEY

Paula	Paramedic	Paramedics take people to the hospital in emergencies.
Fatima	Firefighter	Firefighters rescue people from dangerous fires and situations.
Denise	Doctor	Doctors keep people safe and healthy.
Betsy	Bus Driver	Bus drivers drive carefully so students arrive safely.
Tomás	Teacher	Teachers help students learn and stay safe.
Jackie	Judge	Judges make decisions about the law.
Celeste	Citizen	Citizens follow the laws to keep their community safe.
Henry	Hero	Heroes risk their own lives to save others.
Victor	Veterinarian	Veterinarians keep animals safe and healthy.
Pablo	Police Officer	Police officers enforce the law so everyone can be safe.
Ralph	Road Worker	Road workers help keep our roads and sidewalks safe.
Chris	Crossing Guard	Crossing guards help people cross the street safely.
Dangerous Dan		Dangerous Dan endangers himself and others by not following safety laws and rules.

DANGEROUS DAN CARDS

SAFETY



Betsy Bus Driver

FIRST

SAFETY



Celeste Citizen

FIRST


SAFETY



Chris Crossing Guard

FIRST

SAFETY



Dangerous Dan

FIRST

SAFETY



Denise Doctor

FIRST

SAFETY



Fatima Firefighter

FIRST



DANGEROUS DAN CARDS

SAFETY

Citizens follow the laws to keep their community safe.

FIRST

SAFETY

Bus drivers drive carefully so students arrive safely.

FIRST

SAFETY

Dangerous Dan endangers himself and others by not following safety laws and rules.

FIRST

SAFETY

Crossing guards help people cross the street safely.

FIRST

SAFETY

Firefighters rescue people from dangerous fires and situations.

FIRST

SAFETY

Doctors keep people safe and healthy.

FIRST



DANGEROUS DAN CARDS

SAFETY



Henry Hero

FIRST

SAFETY



Jackie Judge

FIRST

SAFETY



Pablo Police Officer

FIRST

SAFETY



Paula Paramedic

FIRST

SAFETY



Ralph Road Worker

FIRST

SAFETY



Tomas Teacher

FIRST



DANGEROUS DAN CARDS

SAFETY

Judges make decisions about the law.

FIRST

SAFETY

Heroes risk their own lives to save others.

FIRST

SAFETY

Paramedics take people to the hospital in emergencies.

FIRST

SAFETY

Police officers enforce the law so everyone can be safe.

FIRST

SAFETY

Teachers help students learn and stay safe.

FIRST

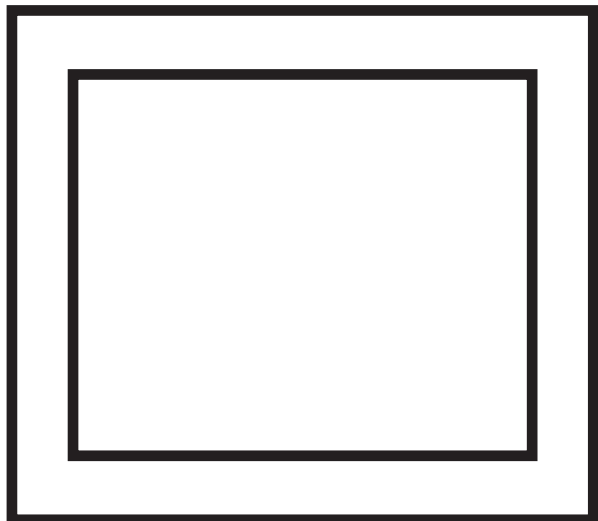
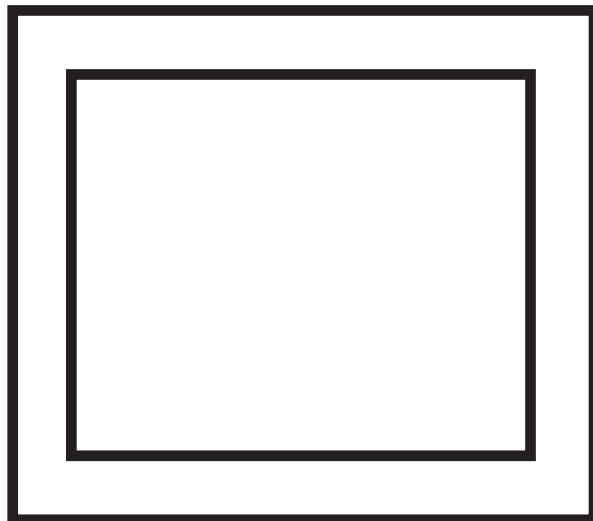
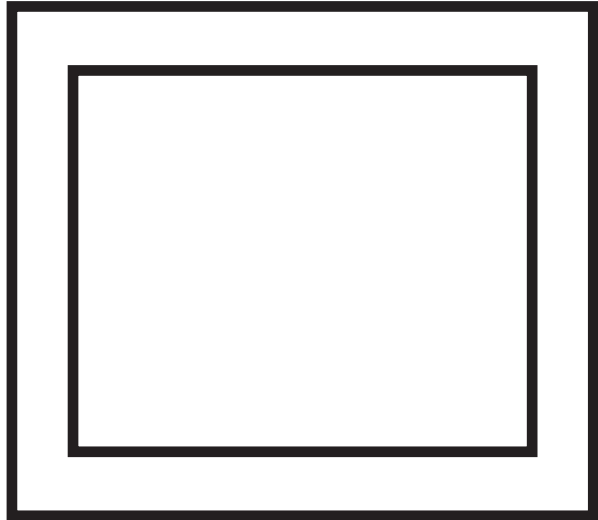
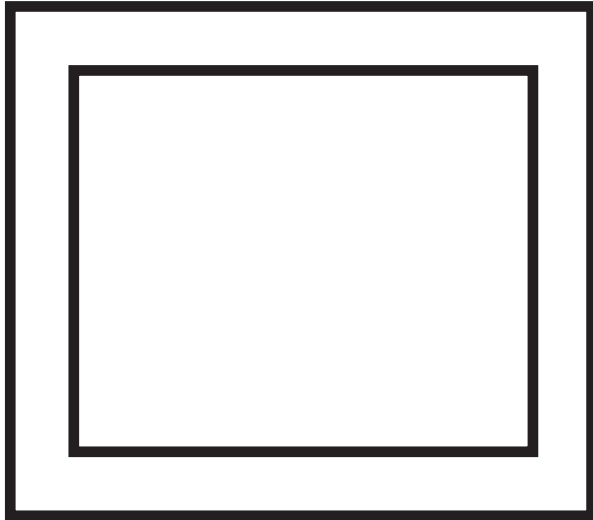
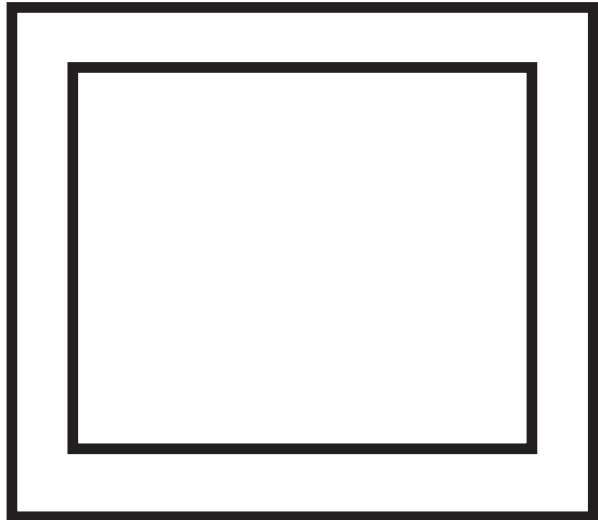
SAFETY

Road workers help keep our roads and sidewalks safe.

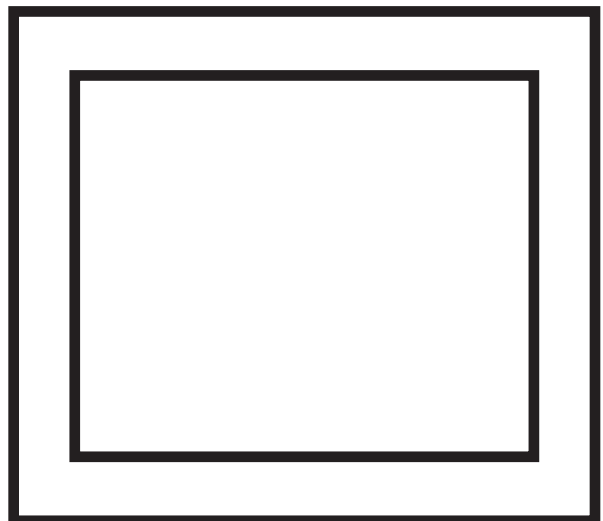
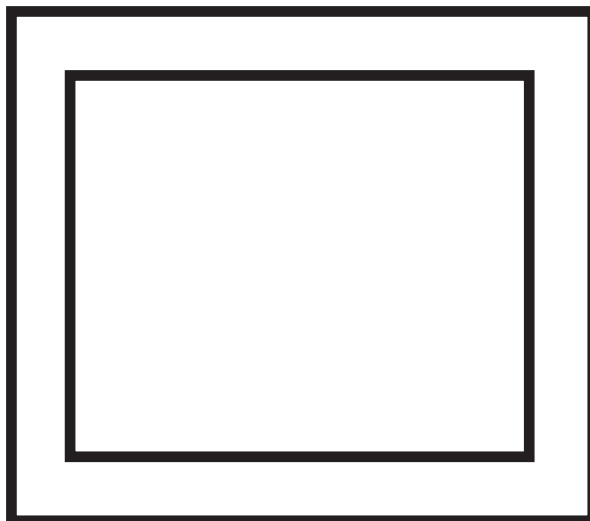
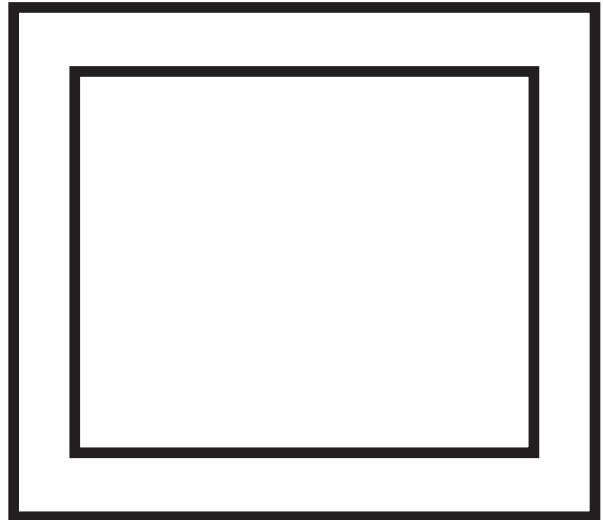
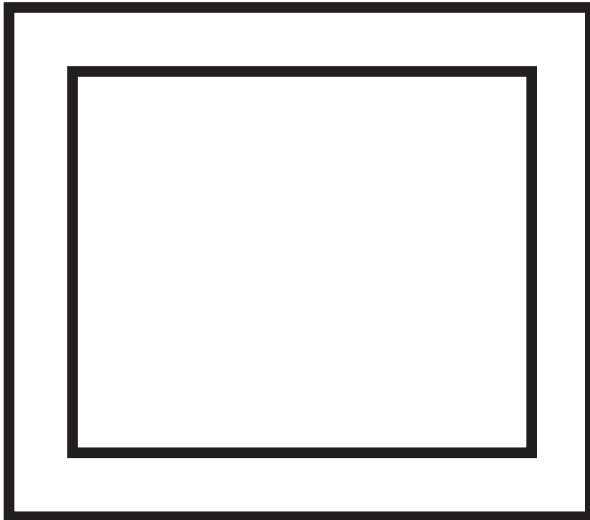
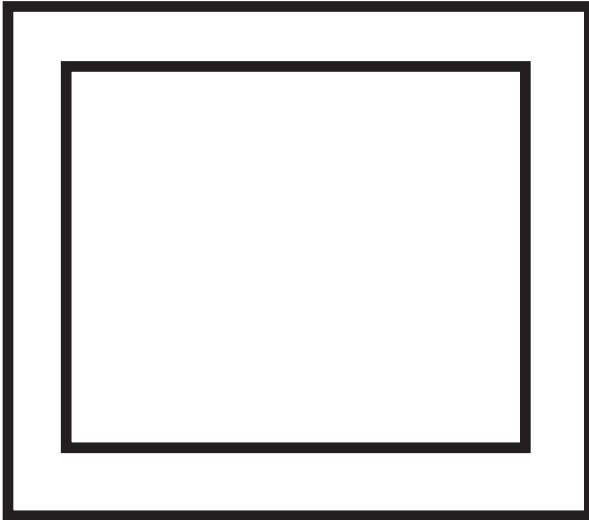
FIRST



DANGEROUS DAN CARDS



DANGEROUS DAN CARDS





Driving on the Right Side of the Road

Texas Municipal Courts Education Center

Elementary Curriculum Guide

Traffic Be Smart Stay Safe: Safety Centers Section III

Sponsored by:

Law Focused Education, Inc
State Bar of Texas

Texas Municipal Courts Education Center
Texas Department of Transportation



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Driving on the Right Side of the Road (DRSR) would like to thank the following educators who contributed to the creation and updates of these lessons:

Kathy Aldridge, Texas Law-Related Education Consultant, Retired
Jeanne Wray, Texas Law-Related Education Consultant
Janie Worst, Texas Law Related Education Consultant

*Note these resources are for educational purposes and are based generally on laws and procedures in Texas. For the purposes of this exercise procedures have been modified for the appropriate age group.

TRAFFIC BE SMART-STAY SAFE: SAFETY CENTERS TEKS CHART

Activity or Game	ELAR	Social Studies	Math
Alphabet Traffic Safety	3.6H; 3.7C&D	3.9C, 3.14A&B, 3.15E	
Book of Traffic Safety Facts	3.6H; 3.7B&D	3.9C, 3.14AB, 3.15E	
Safe or Unsafe?	3.6H; 3.7B	3.9C, 3.14A&B, 3.15E	
Traffic Safety Cause & Effect	3.6C; 3.9Diii	3.9C, 3.14A&B, 3.15E	
Traffic Safety Chain	3.6H; 3.11A	3.9C, 3.14A-B, 3.9C, 3.15E	
Traffic Safety Comic Strip	3.6H; 3.7D	3.9C; 3.14A&B, 3.15E	
Traffic Safety Game	3.1A; 3.6B&H	3.9C, 3.14A&B, 3.15E, 3.16A	
Traffic Safety Mobile	3.6H	3.9C, 3.14A&B, 3.15E	
Traffic Safety Puzzle	3.6H	3.9C, 3.14A&B, 3.15E	
Traffic Safety Shapes	K.8D	K.7A, K.13A	K.1A, K.6A
Traffic Safety Story	3.11A-E	3.9C, 3.14 A&B, 3.15E	
Traffic Safety Word Search		3.14A&B	
Traffic Safety Itsy Bitsy Book		3.14B, 3.15C-E	



ALPHABET TRAFFIC SAFETY

Learning Objectives: Students will

1. Demonstrate their knowledge of safe & unsafe practices.
2. Identify key safety concepts using traffic safety vocabulary.
3. Illustrate their work.

TEKS: ELAR 3.6H; 3.7C&D

SS: 3.9C, 3.14A&B, 3.15E

Materials Needed: Alphabet Traffic Safety directions and worksheet, Traffic Safety Information Sheets, pencil or pen, markers or crayons, glue, construction paper, and scissors

Teaching Strategy:

1. Give each student a copy of the Alphabet Traffic Safety directions, the corresponding Alphabet Traffic Safety worksheet, and the various traffic safety information sheets (e.g., Pedestrian Safety, Bus Safety, etc.) that are found at the end of this packet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

NOTE: It is recommended that students complete these activities first as part of whole group instruction under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

Alphabet Traffic Safety



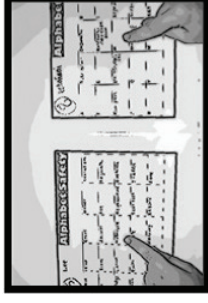
1 Use the Traffic Safety Information Sheets to help you.



2 In each box, on the Alphabet Traffic Safety worksheet, write a word or phrase related to safety that begins or includes that letter of the alphabet.



3 Challenge a friend to see who can fill more of their boxes.



4 Add and color pictures to go along with your words.



5 Cut out along the outside edge and glue onto construction paper.



Alphabet Traffic Safety

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X&Y	Z

Alphabet Traffic Safety



A Always look both ways	B Wear a bike helmet	C Use the crosswalk	D Drivers	E Everyone needs to be safe
F Walk in front of the bus	G Walk on green light	H When skateboarding wear a helmet	I Intersection	J Jump off your bike & walk across street
K Kids should be quiet while riding a car	L Look left-right-left	M Make sure driver sees you	N Be careful at night when walking	O Only cross the street on green
P Don't ride in the bed of a pickup truck	Q Be quiet so the bus driver can drive	R Stop at red light	S Wear your safety belt	T Don't play on train tracks
U Watch for cars making U-turn	V Vehicle	W Don't play with power windows	X&Y Yield signs	Z Be safe in a school zone

BOOK OF TRAFFIC SAFETY FACTS

Learning Objectives: Students will

1. Collect information.
2. Demonstrate knowledge of traffic safety concepts by creating a book of facts.
3. Illustrate their book.

TEKS: ELAR 3.6H, 3.7B&D

SS9.C, 3.14A&B, 3.15E

Materials Needed: Book of Traffic Safety Facts directions and worksheet, Traffic Safety Information Sheets, It's the Law Information Sheet, pencil or pen, markers or crayons, scissors, and stapler

Teaching Strategy for individual safety book:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

1. Give each student a copy of the Book of Traffic Safety Facts directions, the corresponding worksheet, and the traffic safety information sheets at the end of this booklet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see "Materials Needed" above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Teaching Strategy (for class safety book):

1. Give each student a small blank card the size of one of the spaces in the Book of Traffic Safety Facts.
2. Assign each student one of the facts from the Traffic Safety Facts & Laws to illustrate.



3. Paste or glue each students completed illustration in the blank spaces.
4. Staple the book together.

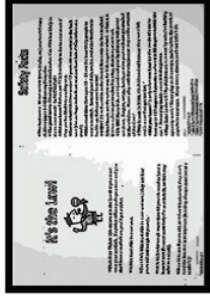
Extension for Gifted/Talented:

Do not provide GT students with the information sheets. Instead challenge students to find facts and laws related to safety on their own – either in the library or on the internet. Rather than giving students the book template, allow them to creatively construct their own book of safety facts and laws. Additionally, students may prepare a presentation to share with the rest of the class.

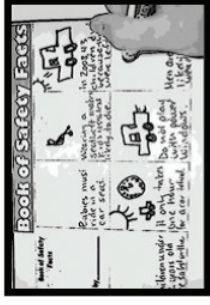


Book of Traffic Safety Facts

1 Use the traffic Safety Facts & Laws Information Sheets to help you.



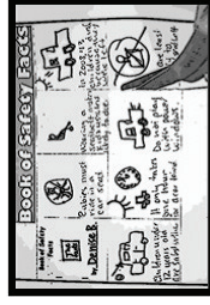
2 Write one of your favorite facts or laws in each section.



3 Draw a picture to illustrate each fact or law.



4 Cut out each section by cutting along the dotted lines.



5 Stable the book together.



Book of Traffic Safety Facts

Book of Traffic
Safety Facts

By _____

SAFE OR UNSAFE?

Learning Objectives: Students will

1. Identify behaviors that are both safe and unsafe.
2. Sort behaviors into appropriate categories.

TEKS: ELAR 3.6H; 3.7B
SS 3.9C; 3.14A&B; 3.15E

Materials Needed: Safe or Unsafe? directions and worksheet, Traffic Safety Information Sheets, worksheets, pencil or pen, markers or crayons, scissors, and stapler

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

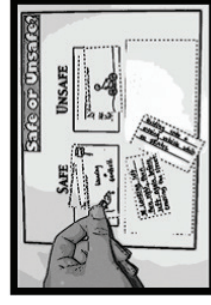
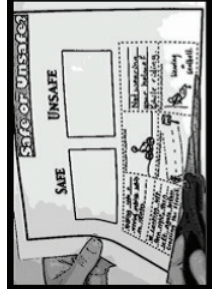
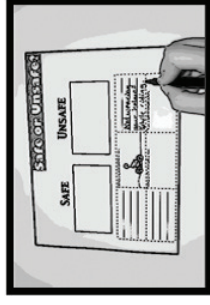
1. Give each student a copy of the directions for the activity, the corresponding worksheets, and the traffic safety information sheets at the end of this booklet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

Provide students with magazines, newspapers, etc. that can be cut up. Have students go through the various print materials and cut out examples of safe and unsafe behaviors. Provide students with a poster-sized sheet of paper with which they can create a display. Direct students to create a display that categorizes various behaviors (written or pictorial) as safe and unsafe. Allow children to use various materials to add creativity to their work. If time permits, allow students to present their display to the rest of the class or a small group of students.

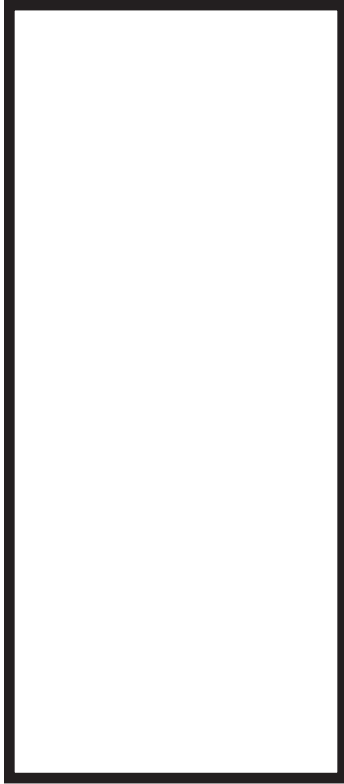
Safe or Unsafe?

- 1** Use the Traffic Safety Information Sheets to help you.
- 2** In each section inside the dotted lines, write or draw an action that is safe or unsafe.
- 3** Cut along the dotted lines.
- 4** Have a friend try to sort them into safe or unsafe.
- 5** When they are correctly sorted, staple.

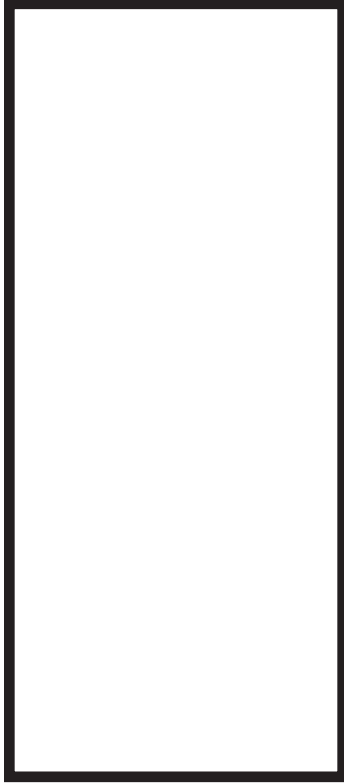


Safe or Unsafe?

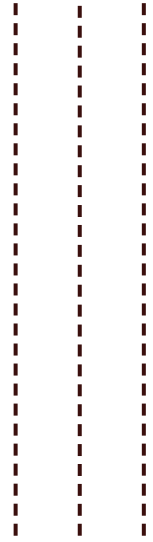
SAFE



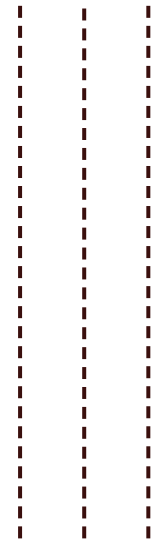
UNSAFE



Draw a safe or unsafe action:



Draw a safe or unsafe action:



Draw a safe or unsafe action:



Draw a safe or unsafe action:



TRAFFIC SAFETY CAUSE & EFFECT

Learning Objectives: Students will

1. Determine causes and effects of safe and unsafe practices
2. Illustrate their examples.

TEKS: ELAR 3.9C; 3.9iii
SS 3.9C; 3.14AB; 3.15E

Materials Needed: Traffic Safety Cause & Effect directions and worksheet, pencil or pen, markers or crayons, and scissors

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

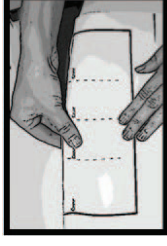
1. Give each student a copy of the Traffic Safety Cause & Effect directions, as well as the corresponding worksheet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

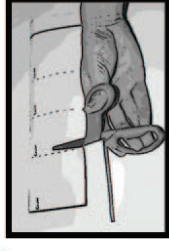
Challenge GT students to create a dramatization (skit) of some of their Cause & Effects to perform in front of the class. For example, GT students could compose an original play about a boy or girl who ended up in the hospital because he or she didn't wear a bicycle helmet. Allow space and time for students to add creativity to their work by including props and costumes.

Traffic Safety Cause & Effect

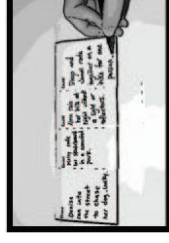
1 Fold your paper in half long ways (like a hot dog bun), with the words on the outside.



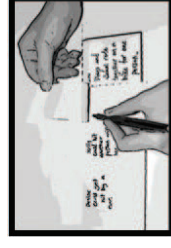
2 Cut along the dotted lines.



3 On each front section, write about someone who broke a safety rule (the cause), and the rule they broke.



4 Lift each flap. Underneath write what could happen if someone broke the safety rule (effect).



5 Draw and color pictures to illustrate each.



Fold along the line

Cause

Cause

Cause

Cause

TRAFFIC SAFETY CHAIN

Learning Objectives: Students will

1. Pre-write to generate ideas.
2. Compose an original narrative.
3. Sequence the events that occurred.
4. Illustrate to illuminate their narrative.

TEKS: ELAR 3.6H, 3.11A;
SS 3.9C, 3.14A&B, 3.15E

Materials Needed: Traffic Safety Cause & Effect directions and worksheet, pencil or pen, markers or crayons, and scissors

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

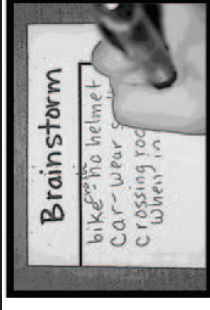
1. Give each student a copy of the Traffic Safety Chain directions, as well as the corresponding worksheet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

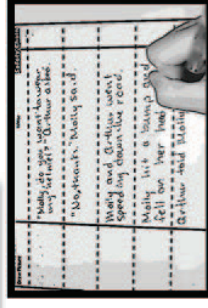
Do not provide GT students with the Traffic Safety Chain template. Rather challenge them to create their own chain of events narrative. Allow students the freedom to compose either a fiction or non-fiction narrative. When their chain is complete, allow students to pair up and retell their narrative to a partner. Encourage them to hold each chain as they talk about that specific event, moving along the chain from beginning to end.

Traffic Safety Chain

1 Think about a time when you or someone you know broke or followed a traffic safety rule.



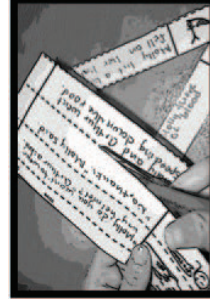
2 Write the events in order in each section.



3 Draw and color a picture to go with each event.



4 Cut out the perimeter (outside), then cut along the dotted lines.



5 Glue the strips together in order to make a chain.



Traffic Safety Story

Write the event

Draw a picture

TRAFFIC SAFETY COMIC STRIP

Learning Objectives: Students will

1. Apply their understanding of traffic safety practices, by creating an original, fictional story.
2. Illustrate to illuminate their narrative.

TEKS: ELAR 3.6H, 3.7D; SS 3.9C, 3.14A&B, 3.15E

Materials Needed: Traffic Safety Comic Strip directions and worksheet, pencil or pen, markers or crayons, scissors, and glue

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

1. Give each student a copy of the Traffic Safety Comic Strip directions, as well as the corresponding worksheet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

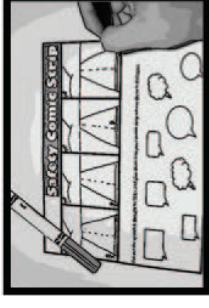
Show GT students examples of real comic strips in newspapers. In small groups, allow GT students to create a Traffic Safety Newspaper that includes fictional articles, photos, captions, letters to the editor, and comics related to safety. If possible, allow students to use computers and other technology to create the newspapers. Provide students with the opportunity to photocopy their finished product and distribute it to other students. Partner each GT student up with another student and have them read through the newspaper together and discuss.

Traffic Safety Comic Strip

1 Make up a story about someone breaking or following the traffic safety rule.



2 Draw and color a picture in each box to tell your story.



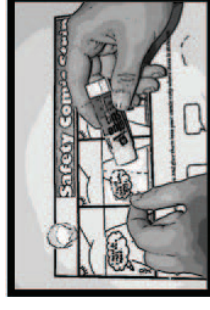
3 Write what the people in your story are saying or thinking in the bubbles.



4 Cut out the bubbles.



5 Glue the appropriate bubble next to the people in your drawings.

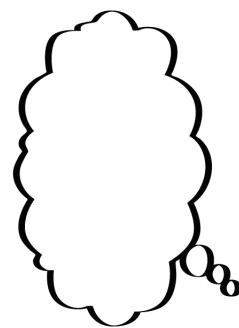
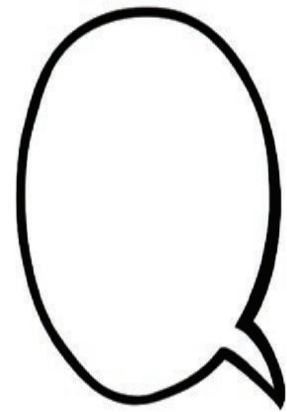
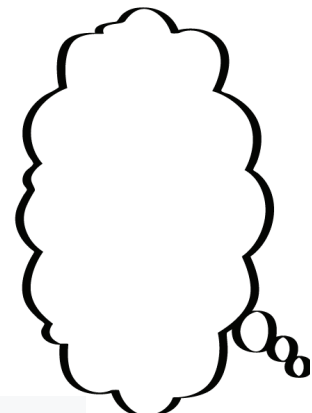
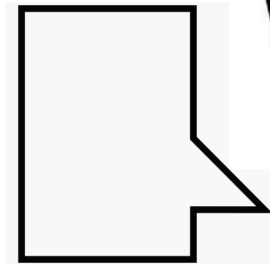
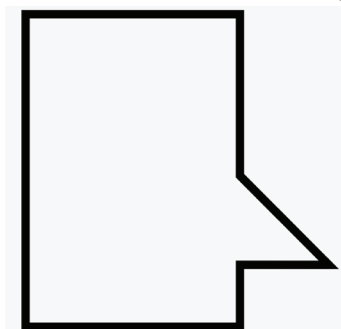




Traffic Safety Comic Strip

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Cut out the speech & thought bubbles and glue them into your comic strip where this is dialogue.



© dsk

TRAFFIC SAFETY GAME

Learning Objectives: Students will

1. Compose original questions related to safety.
2. Demonstrate understanding of traffic safety concepts by answering questions.

TEKS: ELAR 3.1A, 3.6B&H
SS 3.9C, 3.14A&B, 3.15E, 3.16A

Materials Needed: Traffic Safety Game directions and worksheet, Traffic Safety Information Sheets, pencil or pen, markers or crayons, and die or a spinner

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

1. Give each student a copy of the Traffic Safety Game directions, the corresponding worksheet, and the traffic safety information sheets.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

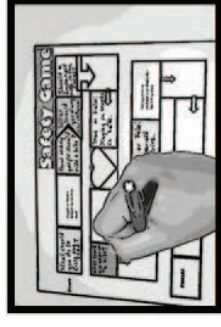
Do not provide GT students with the game board template. Rather, give GT students general guidelines (for example, create a game that helps to review and teach the safety concepts found on the Traffic Safety Information Sheets), then allow them to create any sort of game that follows those guidelines. Additionally, you may permit students to research additional safety rules and laws to incorporate into their game. Finally, students may teach a small group of students the rules to their game and lead the group in playing their game.

Traffic Safety Game

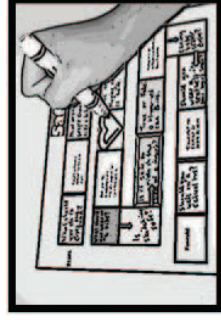
1 Use the Traffic Safety Information Sheets to help you.



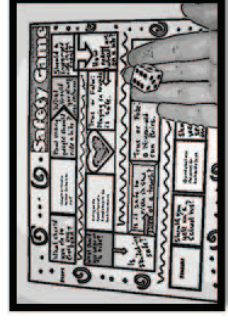
2 Make up questions about traffic safety. Write one question in each square. On a separate sheet of paper, write the answer to your question (use the information on the Traffic Safety Information Sheets).



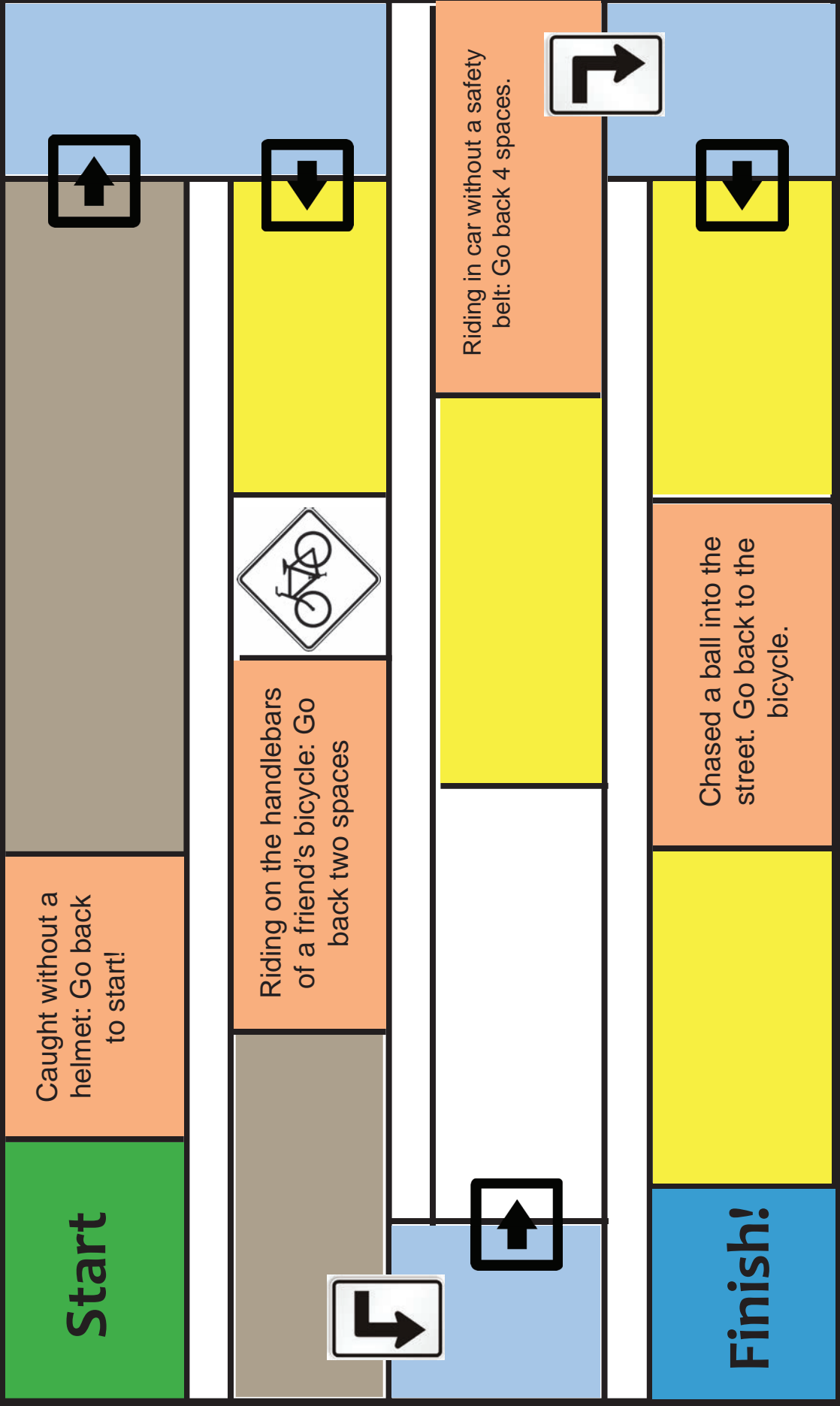
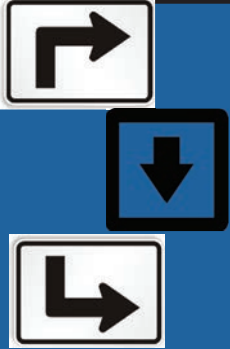
3 Color and decorate your game board.



4 Play your game with a friend. Roll the die or use a numbered spinner to see who goes first. Roll the die or spin the spinner and move that amount of spaces. If you answer the question wrong, you must go back to the previous space. First person to the finish wins.



Traffic Safety Game



TRAFFIC SAFETY MOBILE

Learning Objectives: Students will

1. Demonstrate their understanding of safe behavior by writing examples of such behaviors.
2. Illustrate examples of safe behaviors.

TEKS: ELAR 3.1A, 3.6B&H
SS 3.9C, 3.14A&B, 3.15E, 3.16A

Materials Needed: Traffic Safety Mobile directions and worksheet, Traffic Safety Information Sheets, pencil or pen, markers or crayons, scissors, single hole punch, yarn or string, and stapler or glue

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

1. Give each student a copy of the Traffic Safety Mobile directions, the corresponding worksheet, and the traffic safety information sheets at the end of this booklet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

Allow GT students to use their creativity in creating a mobile. Provide them a basic example of what a mobile is, and allow them the time and materials to create a mobile of their own related to traffic safety. Additionally, allow students time to give a brief presentation of their finished product to the rest of the class.

Traffic Safety Mobile

1 Draw pictures or write about safe behaviors inside the Texas shape. Use the Traffic Safety Information Sheets to help. Then color and decorate.



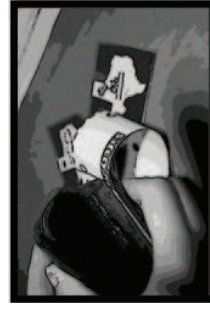
2 Cut out the Texas shapes and the strip at the top of the paper.



3 Punch holes in the Texas shapes and strip on the little circles.



4 Staple the ends of the strip together so it makes a circle.



5 Connect the Texas shapes to the strip with yarn. Tie yard at the top of the strip to hang.



Traffic Safety Mobile



TRAFFIC SAFETY PUZZLE

Learning Objectives: Students will

1. Generate examples of behaviors that are safe and unsafe.
2. Categorize each example.
3. Illustrate their work.

TEKS: ELAR 3.6H

SS 3.9C, 3.14A&B, 3.15E

Materials Needed: Traffic Safety Puzzle directions and worksheet, Traffic Safety Information Sheets, pencil or pen, markers or crayons, scissors, glue, and construction paper

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

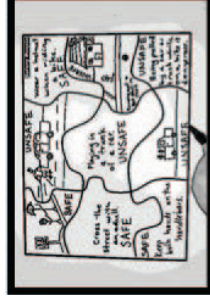
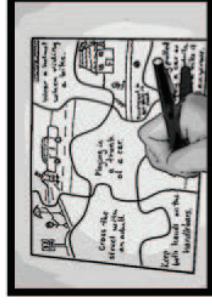
1. Give each student a copy of the Traffic Safety Puzzle directions, the corresponding worksheet, and the traffic safety information sheets at the end of this booklet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

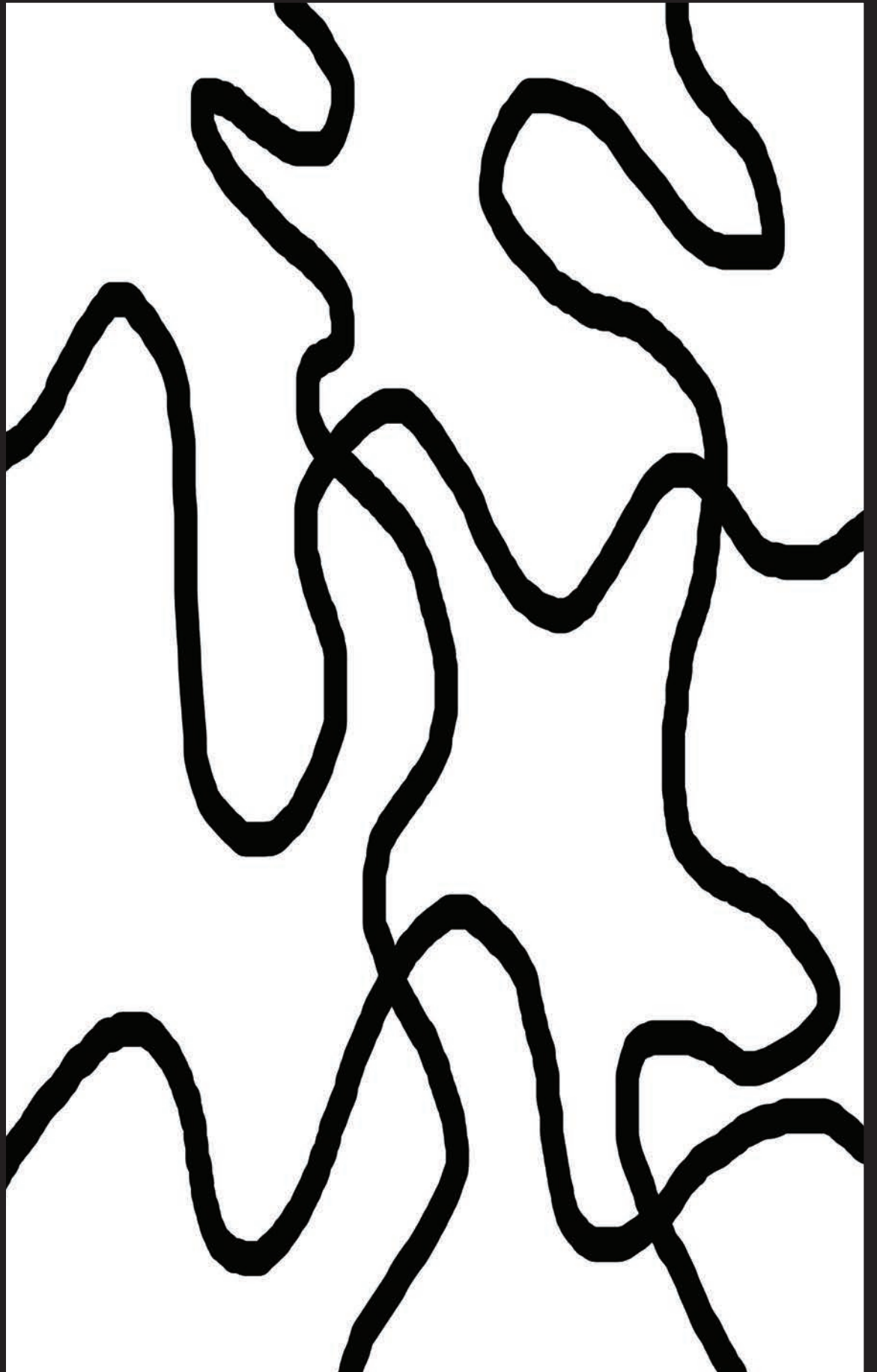
Provide GT students with a large piece of thick poster board. GT students can work alone or in teams to create a giant puzzle with examples of safe and unsafe behaviors. Allow students to trade puzzles with a partner and solve one another’s puzzles.

Traffic Safety Puzzle

- 1** Use the Traffic Safety Information Sheets for ideas.
- 2** Draw a picture or write about a safe or unsafe behavior on each puzzle piece.
- 3** Label each puzzle piece as SAFE or UNSAFE
- 4** Cut out each puzzle piece.
- 5** Mix up the pieces and glue them back together on a piece of construction paper.



Traffic Safety Story



TRAFFIC SAFETY SHAPES

Learning Objectives: Students will

1. Learn the vocabulary of shapes and different forms of texts such as signs.
2. Identify and compare circles, triangles, rectangles, and squares (a special type of rectangle.)

TEKS: ELAR K.8D

SS K.7A, K.13A

Math-K.1A, K.6A

Materials Needed: Traffic Safety Shapes directions and worksheet, pencil or pen, scissors, and glue

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

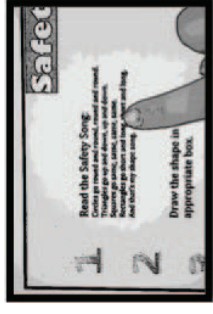
1. Give each student a copy of the Traffic Safety Shapes directions, the corresponding worksheet, and the traffic safety information sheets at the end of this booklet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see "Materials Needed" above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

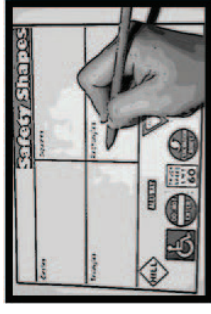
Challenge GT students to create a map using five of the road signs. They could draw their neighborhood, their route to school, or signs around the school.

Traffic Safety Shapes

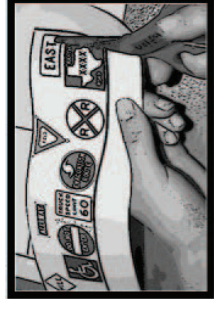
1 Read the Shape Song, then use an easy tune to sing:
Circles go round and round, round and round.
Triangles go up and down, up and down. Squares go
same and same, same and same. Rectangles go short
and long, short and long. And that's my shape song.



2 Draw the shape in the appropriate box.



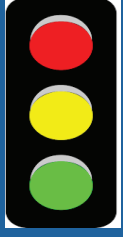
3 Cut out the road signs.



4 Glue the road sign in the appropriate box.



Traffic Safety Story



Circles	Squares
Triangles	Rectangles



TRAFFIC SAFETY STORY

Learning Objectives: Students will

1. Apply their understanding of traffic safety practices by composing an original narrative.
2. Illustrate to illuminate their narrative.

TEKS: ELAR 3.11A-E
SS-3.9C, 3.14A&B, 3.15E

Materials Needed: Traffic Safety Story directions and worksheet, pencil or pen, and markers or crayons

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

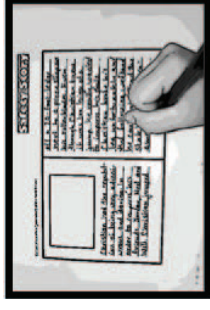
1. Give each student a copy of the Traffic Safety Story directions, the corresponding worksheet, and the traffic safety information sheets.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

Challenge GT students to first create a pre-writing web to generate ideas. Additionally, allow students to create their own book rather than using the provided template. Have students try creating different genres of writing – fiction, poem, fable, etc. – related to safety. Have students create test-like questions that correspond to their story.

Traffic Safety Story

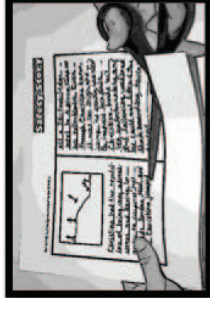
1 Write a story about a time when you or someone you know got hurt because they weren't being safe.



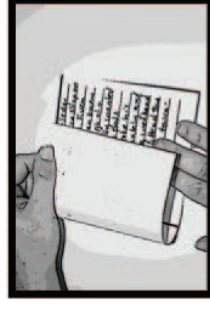
2 Draw and color a picture to go along with your story.



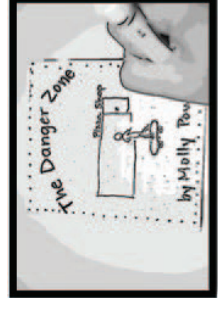
3 Cut out the outside edge (perimeter) of the book.



4 Create a book by folding the page in half along the solid line.



5 Decorate the cover, and write the title and author on the cover.



TRAFFIC SAFETY WORD SEARCH

Learning Objectives: Students will

1. Use safety terms to create a word search
2. Interact with safety terms by solving a word search.

TEKS: SS 3.14A&B

Materials Needed: Traffic Safety Word Search directions and worksheet, Traffic Safety Information Sheets, and pencil or pen

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

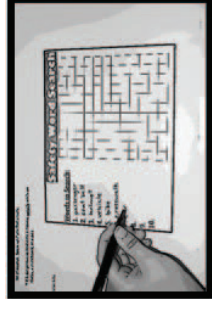
1. Give each student a copy of the Traffic Safety Word Search directions, the corresponding worksheet, and the traffic safety information sheets at the end of this booklet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

After completing their word search, challenge GT students to interact with the words at a higher level by creating a Traffic Safety Crossword Puzzle. If students are not familiar with this type of puzzle, first provide them with a simple example. Then, give them a brief description of how to create such a puzzle. Students may want to use word definitions as the clues.

Traffic Safety Word Search

1 Using the Traffic Safety Information Sheets, choose 10 safety words and write them in the list on the left side of the page.



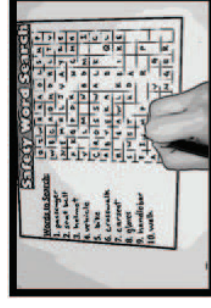
2 Copy the words into the boxes, one letter per square. Spread out the words.



3 Write some words up-and-down, some side-to-side, and some diagonally.



4 Fill in the empty spaces with random letters.



5 Give your word search to a friend to solve.



TRAFFIC SAFETY ITSY BITSY BOOK

Learning Objectives: Students will

1. Learn the vocabulary of shapes and different forms of texts such as signs.
2. Identify and compare circles, triangles, rectangles, and squares (a special type of rectangle).

TEKS: SS 3.14B; 3.15C-E

Materials Needed: Traffic Safety Itsy Bitsy Book directions and worksheet, pencil or pen, markers or crayons, and scissors

Teaching Strategy:

NOTE: It is recommended that students complete these activities first as part of whole group instruction, under the guidance of the teacher. After students are familiar with the activity and materials, they may be used as independent learning centers during English Language Arts or Social Studies blocks.

1. Give each student a copy of the Traffic Safety Itsy Bitsy Book directions and the corresponding worksheet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read the directions aloud as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
4. Provide students with adequate time to complete the lesson.
5. Supervise students and assist as needed.

Extension for Gifted/Talented:

Allow GT students to use their creativity in creating their own book. Provide them with a blank template of an itsy bitsy book, and allow them the time and materials to create a book related to traffic safety. Additionally, allow students time to give a brief presentation of their finished product to the rest of the class or share in the classroom library.

Traffic Safety Itsy Bitsy Book

1 Cut along the dotted lines. Then fold the paper in half (hot dog style) and cut along the dotted line in the middle.



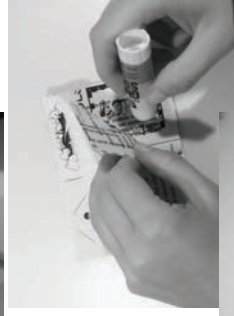
2 While the paper is folded, flip onto the middle parts and pull your hands apart.



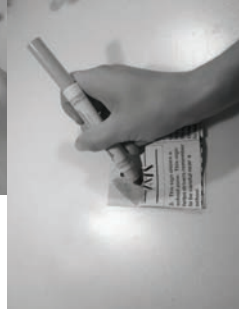
3 Stop pulling the sides when the book makes an X (don't tear it!). You will then fold the pages to create a book.



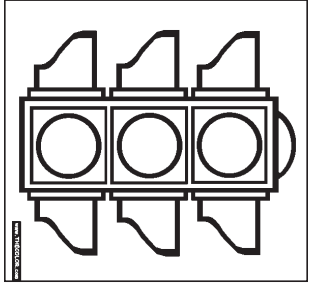
4 You may glue together the backs of the pages.



5 Color the signs and graphics. Share with a friend to read!



5. Green, the light on the bottom, means it is safe to go. Before you cross the street, you need to look left, then right, and then left again.



6. Signs tell us many things. It is important to read signs and know what they mean.

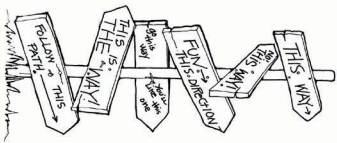


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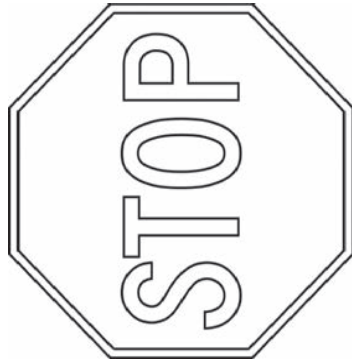
SIGNS AND SYMBOLS



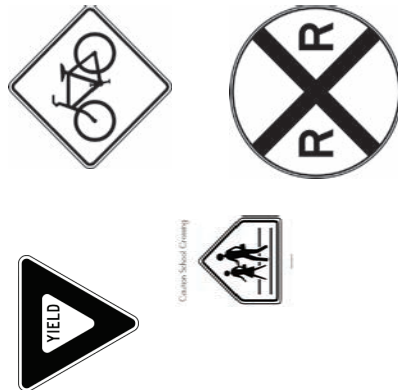
Caution School Crossing



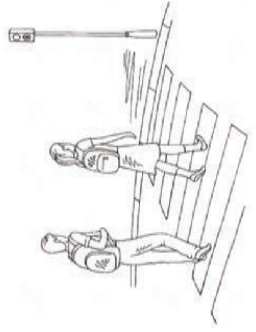
3. This sign shows a school zone. This sign helps drivers remember to be careful near a school.



2. This is a stop sign. It is an octagon. It shows where cars should stop.



1. Reading signs gives us information. There are many kinds of signs.



4. This sign shows a crosswalk. A crosswalk is a safe place to cross the street. Even at a crosswalk, it is important to look both ways.



Traffic Safety Information Sheets

Give each student a set of traffic safety information sheets to be used with activities:

Unit I

Safety on a Bus; Safety on the Street; Safety on a Bicycle;
Safety in a Car or Truck

Unit II





Safety on a Bus; Safety on the Street; Safety on a Bicycle; Safety in a Vehicle; Traffic Safety Facts; It's the Law

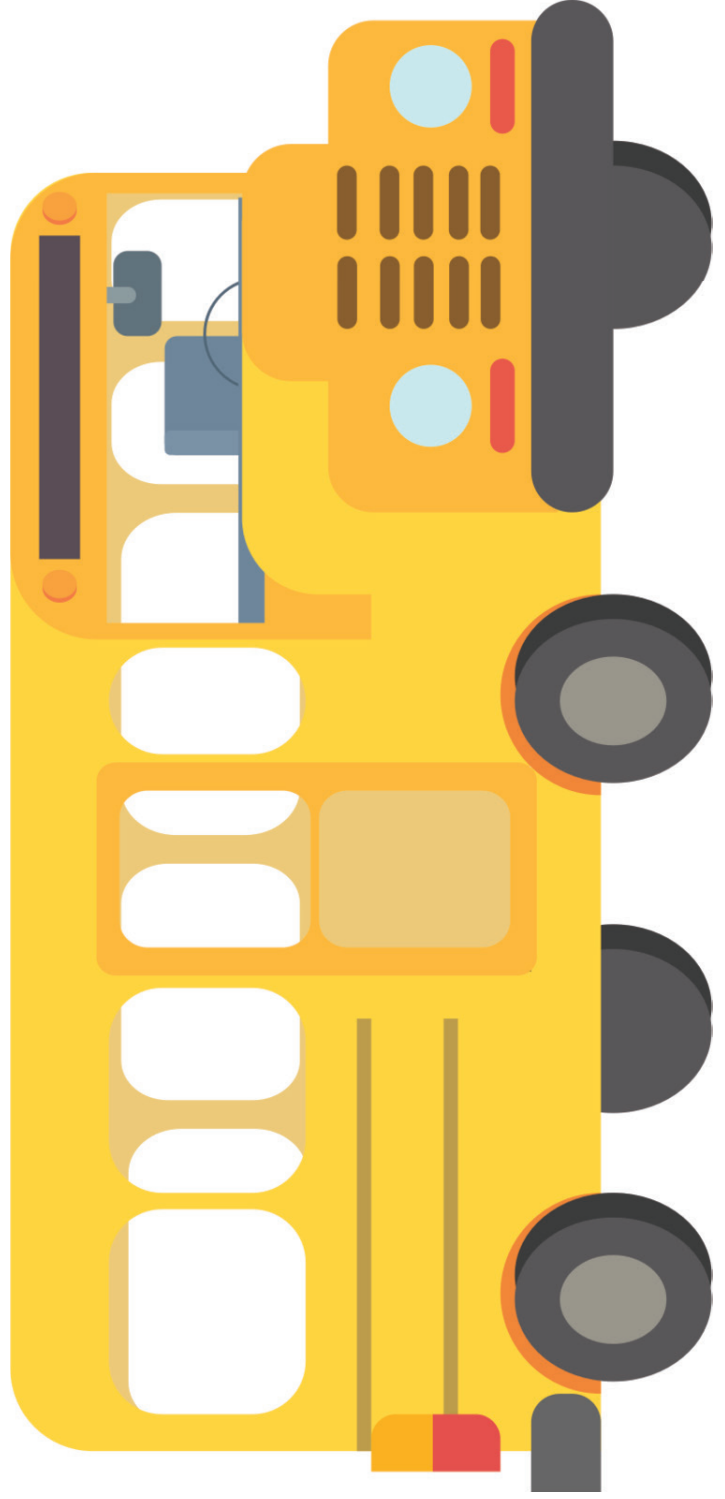
Recommendations:

Give each student their own set of traffic safety information sheets.

Place a set of traffic safety information sheets in a 3-prong folder, print on card stock, or place each page in a sheet protector to increase durability, as these sheets are used with several of the activities.

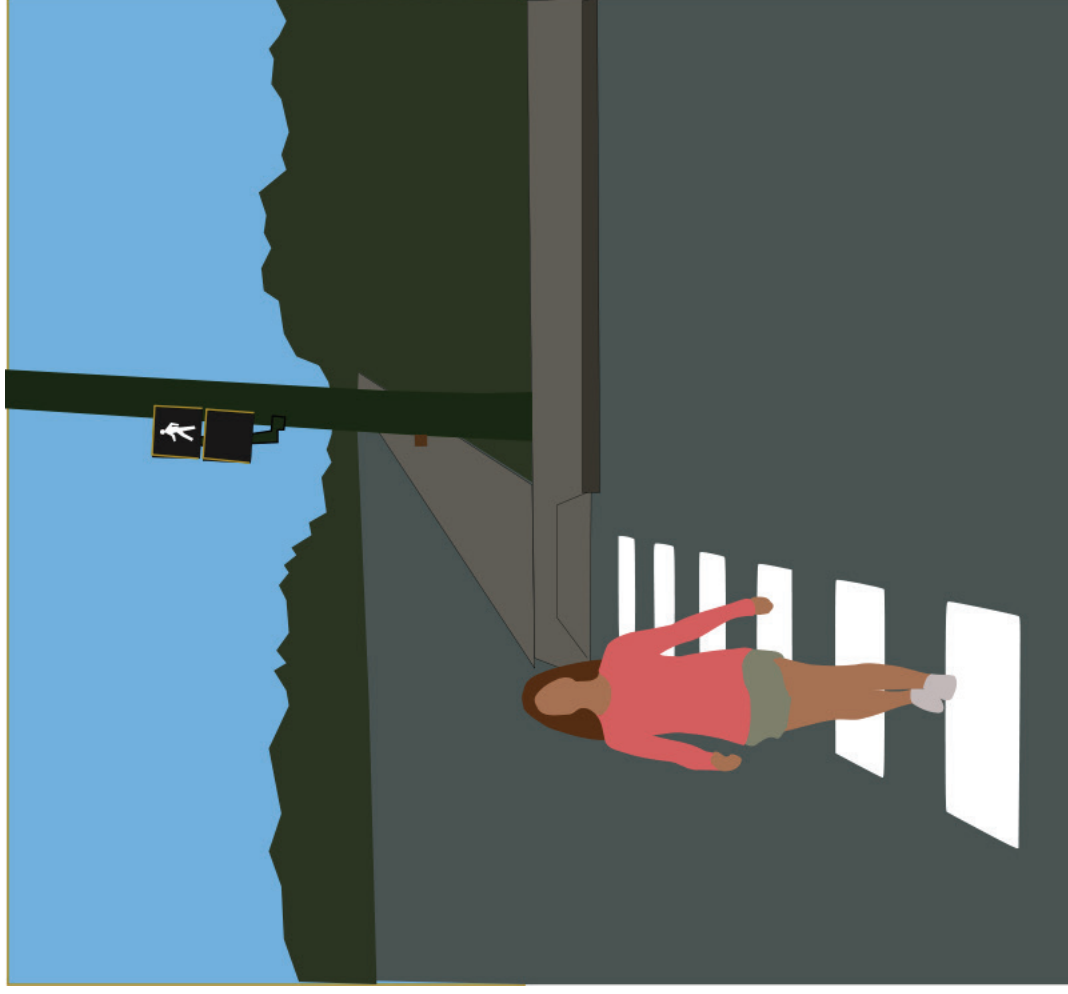
Safety on a Bus

-  Be careful getting on and off of the bus.
-  Always make sure the bus driver can see you.
-  If you stand too close to the bus, the bus driver can't see you.
-  Walk far in front of the bus when you cross the street.



Safety on the Street

- Look left, right, then left again before crossing the street.
- Cross the street with an adult.
- WALK, don't run, across the street.
- Cross the street at corners or intersections.
- Always watch out for cars and trucks: drivers have a hard time seeing little kids.
- Never chase a ball, toy, or pet into the street. Ask an adult to help you.



Safety on a Bicycle

- Wear a helmet.
- Ride a bicycle on the sidewalk or in the grass.
- Stay away from cars and trucks!
- Only one person should ride on a bicycle at a time.



Safety on a Truck

- Always wear your safety belt and ride in your carseat or booster seat.
- In a car, ride in the backseat. It is the safest place for kids!
- Don't ride in the back (bed) of a pick-up truck - it's dangerous, and against the law for people under 18.
- Never play inside a car or truck.
- Be kind. Arguing distracts the driver and can cause a crash.



Safety on a Bus

- 23 million kids in the United States ride the bus to school.
- School buses are the safest way to kids to get to school.
- In fact, it is eight times safer to get to school in a bus than in a car or truck. However, you still have to be very careful when riding the school bus.
- The most dangerous part of riding the bus is getting on and off the bus. Learn the rules to help you:
 - Get to the bus stop early so you're not running when the bus arrives.
 - Stand three big steps away from the street and curb. Stay back until the bus has come to a complete STOP. Only start to get on the bus after the driver has opened the door.
 - If you have to cross the street to get on the bus, walk far in front of the bus so that you can see the driver's face and the driver can see you. If you walk too close to the front of the bus, the driver can't see you.
 - Also, don't forget the rule: Look left, right, left before crossing any street!
 - If you drop something when getting on or off the bus, tell the driver. Don't try to pick it up, because when you bend down, the driver won't be able to see you anymore.
 - Always walk in front (never behind) of the bus.



Safety on the Street

Learn These Rules to Stay Safe and Smart

- If a toy rolls into the street, ask an adult to get it.
- Be careful in parking lots - they are not a safe place to play.
- Hold hands with an adult in parking lots.
- Play far away from train tracks. Moving trains are very dangerous.
- Walk across the street — don't run!
- Sometimes cars and trucks can't see little kids (especially if they are turning or going backwards). Be extra careful around all cars and trucks.
- Cross at the corner, not in the middle of the street.
- Before you cross the street:
 1. Look left
 2. Look right
 3. Look left again
- If both sides are empty, walk across the street.
- Walk on the sidewalk whenever possible.
- Watch out for cars and trucks when getting off the sidewalk.
- Cross the street with an adult.

Safety on a Bicycle

- Wear a helmet when riding a bicycle.
- Take off your helmet when you get off your bike (it can be dangerous to play with a helmet on).
- Unless a bicycle has two seats, it is for one person only. Never ride on the handlebars of a bike or share a seat with someone else.
- Keep both hands on the handlebars.
- Kids under 10 should ride on the sidewalk or grass (not in the street).
- Being pulled by a car or truck while on a bike is dangerous.
- Kids old enough to ride in the street should stay on the right side of the road, as close to the sidewalk as possible.
- Be extra careful when riding a bike at night. Nighttime riders need to have a front headlight and back reflector.
- Watch out for people walking around.
- Wear bright clothes to help drivers see you.



Safety in a Vehicle

WORDS TO KNOW:

1. A vehicle is a big word for something that takes you from one place to another (examples include a car, bus, or truck)
2. A passenger is someone who rides in a vehicle, but is not the driver.

- Always wear your seat belt.
- Ride in the back seat - it is the safest place for kids.
- Be a calm passenger. Playing around or arguing can cause an accident.
- Vehicle trunks are not safe places to play. They lock easily, and you could get trapped inside.
- Parked cars and trucks get very hot inside. Never play inside a parked car or truck.
- Ride inside the truck with your safety belt buckled. Never ride in the back (bed) of a truck, because it's especially dangerous especially for kids, as well as against the law.
- It is not safe to drive with someone who has been drinking alcohol. Speak up if you feel unsafe.
- It is dangerous to hold onto a moving vehicle while on skates, a skateboard, or a bike.



Traffic Safety Facts

- Motor vehicle (cars, trucks, etc.) crashes kill more children ages 2-14 than anything else.
- Wearing a safety belt makes kids 45% less likely to die in a car crash! Babies are 71% less likely to die in a crash if they are buckled correctly into a safety seat.
- Children under 12 years old are safest riding in the back seat (the air bags in the front seat can hurt kids if they inflate in a crash).
- Men ages 18-34 are the least likely people to wear a safety belt. Remind your dads, uncles, and older brothers, as well as anyone else you travel with, to buckle up.
- Twenty-five million kids in the United States ride the bus to school. School buses are the safest way for kids to get to school. In fact, it is 70 times safer to get to school in a bus than in a car or truck.
- Many kids are injured each year by playing with power windows. Fingers, wrists, hands, or even your neck can get crushed in the window.
- It only takes one hour for the inside of a car to heat up to 123 degrees Fahrenheit when it is 80 degrees Fahrenheit outside the car. Never play inside a car - it is dangerous.
- In 2018, 51 children died because they were left inside a car that got too hot.
- In the United States, at least 50 children are run over by vehicles backing up every week. Never play around cars (in driveways, parking lots, or the street). Many times, driver can't see little kids. Make sure your younger siblings hold a parent's or your hand in areas where cars park or drive and that you stay aware when walking in parking lots for moving cars.

It's the Law



- **Click It or Ticket:** This means it is the law that you must wear your safety belt. If a police officer pulls you over and you don't have a safety belt on, you'll likely get a ticket.
- Babies and toddlers must ride in a child safety seat.
- Even little kids should ride in a car seat until they are four years old and weigh 40 pounds.
- Little kids who weigh more than 40 pounds should have a booster seat (booster seats help the seat belt fit, so kids stay safer in a crash).
- Once kids are eight years old, or taller than 4 feet 9 inches, they don't need the booster seat anymore (but they always must wear a safety belt!)
- Bicyclists should ride with traffic. This means bike riders, like cars and trucks, should ride on the right side of the road.



Driving on the Right Side of the Road

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