

2013



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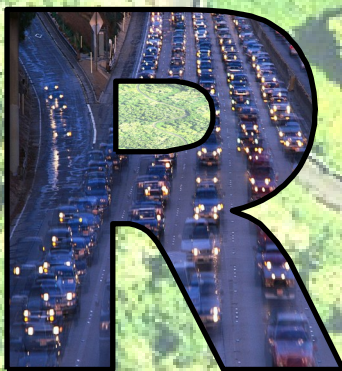


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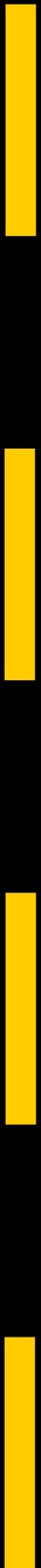
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ROAD

K to 3rd Lessons

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TEXAS MUNICIPAL COURTS EDUCATION CENTER



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April 2013

A Letter to Teachers

In most Texas communities driving is the primary means of transportation. School-age children anxiously await the freedom to ride their bicycle without parental supervision and, later, obtaining their first drivers' license. Traffic safety issues are relevant to young people as a foundation for understanding their rights and responsibilities as they learn about the proper operation of bicycles, scooters, ATVs, and motor vehicles in Texas. Students can apply their existing knowledge of common rules and laws relating to traffic, enhancing the practical benefit of these lessons.

If you are not familiar with the Driving on the Right Side of the Road (DRSR) program, please visit the DRSR web site, Texas Municipal Courts Education Center (TMCEC), or the Law Focused Education, Inc. (State Bar of Texas/Law-Related Education (LRE) Department) listed below:

www.drsr.info

TMCEC: www.tmcec.com

LRE: www.texaslre.org

The DRSR program consists of teaching units which infuse the study of traffic safety issues, traffic safety laws, and how these real life issues are adopted via the legislative process into the language arts, social studies, math, and health classes at grades K-12 and within high school government. Lessons incorporate the latest LRE instructional strategies as well as the opportunity to utilize judges and court support personnel as resource persons in classrooms. All of the DRSR materials include hands-on interactive lessons that promote critical and creative thinking skills, appropriate activity sheets, and on-line computer based learning games. In addition, units provide opportunities for conducting research and/or independent study, participation in simulations, and gifted/talented extension activities.

We encourage you to use 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 may 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 at TMCEC and we will assist you (tmcec@tmcec.com).

These lessons are also available in Spanish, as are many other DRSR materials.

We hope that you have a successful school year.

Hope Lochridge, TMCEC

Brenna McGee, TMCEC

Jan Miller, State Bar of Texas



Driving on the Right Side of the Road

K to 3rd Grade 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.

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.

(This lesson is designed to supplement the attached puppet show scripts.)

TEKS: See pages 5, 8, 10, and 13 for grade level TEKS.

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

Vocabulary: protection, booster seat, safety belt

Teaching Strategy:

1. Introduce the lesson by enacting a puppet show, utilizing the attached scripts (choose the appropriate grade level).
2. Check for understanding by asking the students to identify what the puppets were trying to teach.
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 aloud the directions as children follow along. Teachers of lower grades may 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 have learned about safety or how they play safe.

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



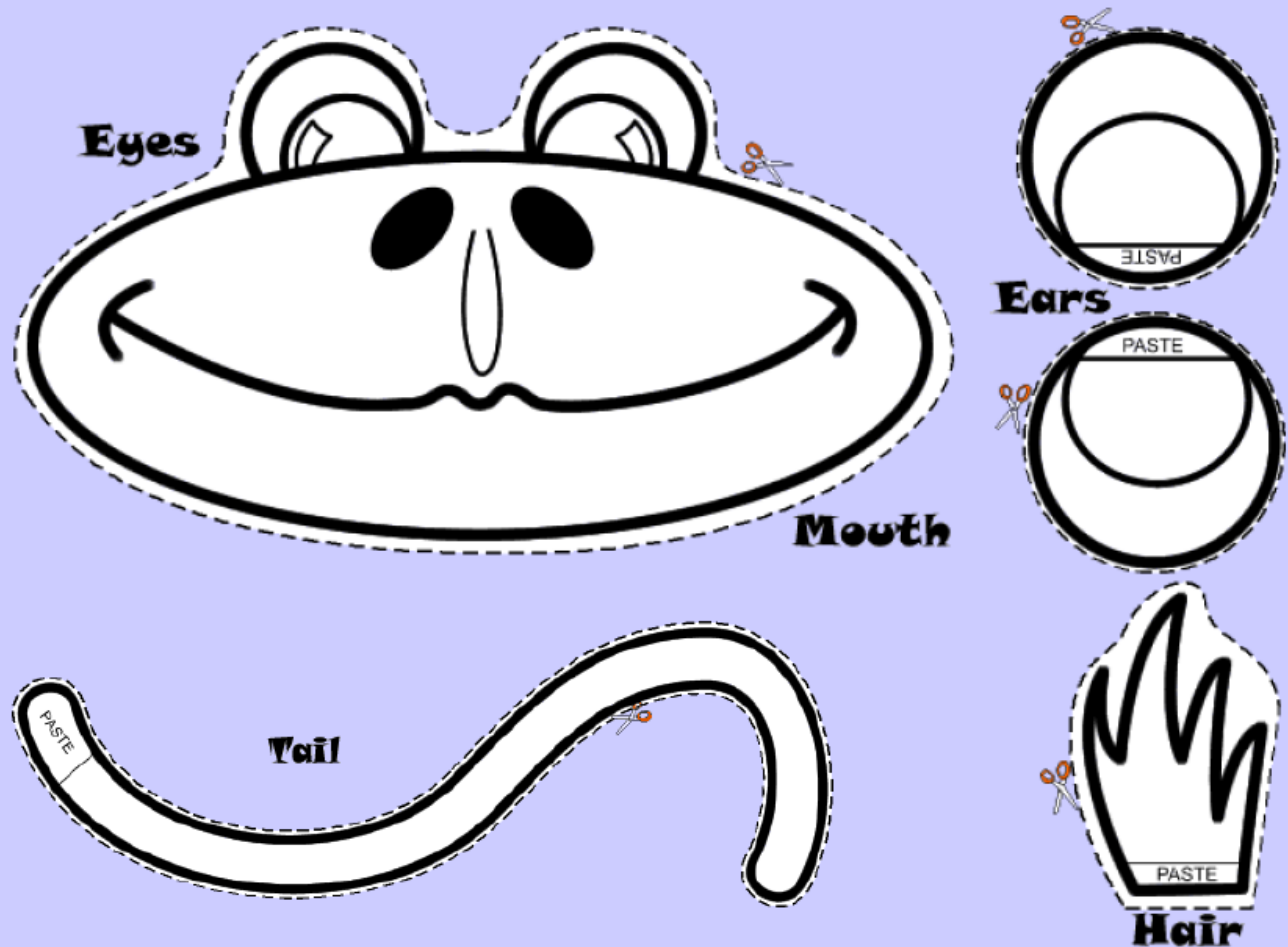
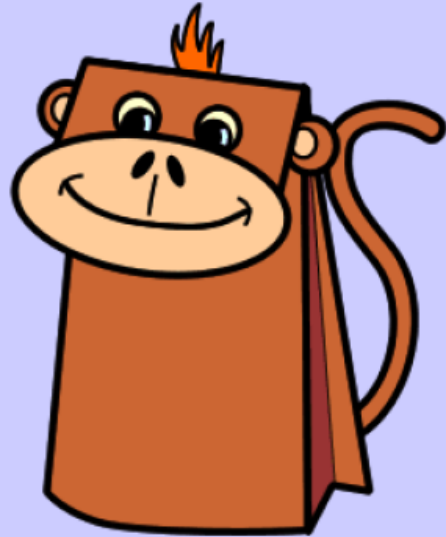
Materials:

- Brown paper lunch bag
- Scissors
- Glue
- Markers or Crayons



Directions:

1. Print this page.
2. Color the page.
3. Cut out the pieces.
4. Glue to lunch bag as shown in example.



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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: SS K.8A, K.8B, K.15B;
ELAR K.21A, K.21B; 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."
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, assign students to design their ideal booster seat. 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 SCRIPT 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 die 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



MARIGOLD AND MELVIN BOOSTER SEAT OR BABY SEAT?

Learning Objectives: Students will

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

TEKS: SS 1.11A, 1.11B, 1.18A; ELAR 1.27A, 1.27B; 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.
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, assign 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 till you are 8

Or 57 inches tall.

5. Students may make up their own songs, if desired, using the concepts described in the puppet script.

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. Feels like it's trying to hang me or something.
- 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" 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!

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: SS 2.17 D, 2.18 B, 2.19;
Math 2.3 C; LA 2.1 C-D, 2.4 C, Health 2.2
B - C, 2.3 A

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.
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. Record math calculation on prepared sheet, How Tall Are You?
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 for the class.

Extension for Gifted/Talented:

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

MAURICE AND MITZI SCRIPT BACK SEAT BOOSTER?

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 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 _____ 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 Health 2.3A, 2.5C; Math (How tall are you?) 2.3B, 2.12D; SS-2.19A, 2.28A, 2.30A

Materials Needed: Puppets, script

Vocabulary: Protection, safety belt, booster seat, passenger

Teaching Strategy:

1. Introduce lesson by enacting the puppet exchange using the attached script.
2. Ask students to respond to puppets' conversation by relaying any experiences they may have had regarding travel safety, how a safety belt is supposed to fit, and what the law says: back seat booster seat until 8 years old or 4'9" tall, then back seat with 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. Divide the class into groups of three. Each group will create a 30-second radio spot encouraging the use of booster seats for 4-7 year olds, back seat safety belts for 8-12 years olds, safe travel speeds, use of safety belts for all passengers, or other safety issues.
5. Radio spot should include a song, jingle, or motto as well as current law regarding travel safety.
6. Students will perform their radio spots for the entire class.

Extension for Gifted/Talented:

Students will research safety statistics involving children located at the National Highway Traffic Safety Administration or other available websites.

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 rip 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! Manufacturers are trying to make airbags 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 Objective:

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

First Grade Objective:

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 Objective:

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 Objective:

1. Develop map reading skills by using 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:

SS K.4A, K.8B; ELAR K.11B, K.21A, K.22A, K.23A; Math K.7A; Health K.2A, K.2B, K.2D, K.2E

First Grade TEKS:

SS 1.5A, 1.11A, 1.11B; ELAR 1.19A; Health-1.2B, 1.2F, 1.2G

Second Grade TEKS:

SS 2.5A, 2.11A, 2.18B, 2.19B; ELAR 2.20A; Health 2.2B, 2.2C, 2.3A, 2.5C

Third Grade TEKS:

SS 3.5C, 3.17E; ELAR 3.20C; Health 3.2A, 3.2E, 3.6D

I SPY MAP

K-3 Materials Needed:

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

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. Lead the students in playing “I Spy” by locating different types of transportation seen in each section of the map.
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 the back of a pick-up.
4. Invite students to “spy” other examples of people in 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 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 of that behavior.



Kindergarten Strategy:

6. 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.
7. Allow students to share their products with the class.

First Grade Strategy:

6. 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 statement that describes the safe behavior. For example, “people should only cross the street at crosswalks.”
7. Allow students to share their products with the class. Display as many different scenarios as possible.

Second Grade Strategy:

6. 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.”
7. Students will write a short paragraph describing why it is important to follow the safe behavior they drew, which should include what the consequences might be if the principle were violated.
8. 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:

6. Make a class list of these examples, and ask students to suggest laws or rules to limit unsafe behavior.
7. Each student should choose one issue identified on the map and create a short safety motto or slogan that promotes safe conduct for that particular scenario.
8. Give children a strip of construction paper on which to write their motto, such as “Race for the Cure” or “Livestrong,” which are commonly seen on wristbands.
9. Students will 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.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Save a Life
1															1
2															2
3															3
4															4
5															5
6															6
7															7
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Save a Life	<div style="border: 2px solid red; padding: 5px; display: inline-block; background-color: #f08080;"> <h1 style="margin: 0;">OUR TOWN</h1> </div>														Save a Life

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

TEKS:

Kindergarten TEKS:

SS K.14C; ELAR K.22A, K.23A; Health K.2A, K.2B, K.2D, K.2E

First Grade TEKS:

SS 1.17C; ELAR 1.28A; Health 1.2B, 1.2F, 1.2G

Second Grade TEKS:

SS 2.18D; ELAR 2.30A; Health-2.2B, 2.2C, 2.3A, 2.5C

Third Grade TEKS:

SS 3.17B; ELAR 3.29A, 3.29B; Health 3.2A, 3.2E, 3.6D

SAFETY MATCH-UP

Materials Needed:

Kindergarten Materials Needed:

A set of #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 rope

First & Second Grade Materials Needed:

Sets of #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 Vocabulary:

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

Third Grade Vocabulary:

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

Teaching Strategy:

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. (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 safety rules for bicycling. 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:

3. Divide the class into teams/groups of two or three students each. Give each team 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.
4. 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.
5. 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.
6. 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:

3. 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.
4. After 10 seconds have passed, say "switch" and tell the Bs to talk to the As 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.
5. Now tell students that thousands of 5-14 year-old kids also receive medical treatment because of skateboarding and in-line skating/rollerskating injuries. Tell the Bs to talk to the As about safety equipment that should be worn during skating or skateboarding.
6. After 10 seconds have passed, say "switch" and tell the As to talk to the Bs 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.
7. Tell students that there are safety rules that should be followed on school buses. Announce that all of the As should tell the Bs some school bus safety rules.
8. After 10 seconds have passed, say "switch" and tell the Bs to talk to the As 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.
9. Regroup students into teams 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.

10. Have students place individual cards down on the table.
11. 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.)
12. 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.
13. 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 six to 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

- (2) Child without helmet riding bicycle
- (3) Toddler sitting in the back seat of car using a safety belt
- (4) Child in-line skating without helmet, elbow, or knee pads
- (5) Child leaning out of the school bus window
- (12) Bicycle rider does not have hands on the handle bars
- (14) Bicycle rider is pulling the skateboarder (skitching)

FOLLOWING SAFETY RULES

- (C) Child with helmet riding bicycle
- (A) Toddler in car seat
- (D) Child in-line skating with helmet, elbow, & knee pads
- (E) Child sitting in seat on a school bus
- (L) Bicycle rider has hands on the handle bars
- (N) Bicycle rider is riding next to skateboarder



3 GRADE SAFETY MATCH-UP ANSWER KEY

NOT FOLLOWING SAFETY RULES

- (1) Skateboarding without a helmet
- (2) Child without helmet riding bicycle
- (3) Toddler sitting in the back seat of car using a safety belt
- (4) Child in-line skating without helmet, elbow, or knee pads
- (5) Child leaning out of the school bus window
- (6) Driver of car not wearing a safety belt
- (10) Riding bicycle across an intersection
- (12) Bicycle rider does not have hands on the handle bars
- (14) Bicycle rider is pulling the skateboarder
- (15) Riding in back of a pickup truck

FOLLOWING SAFETY RULES

- (B) Skateboarding with a helmet
- (C) Child with helmet riding bicycle
- (A) Toddler in car seat
- (D) Child in-line skating with helmet, elbow, & knee pads
- (E) Child sitting in seat on a school bus
- (F) Driver of car wearing a safety belt
- (J) Walking bicycle across an intersection
- (L) Bicycle rider has hands on the handle bars
- (N) Bicycle rider is riding next to skateboarder
- (O) Riding in the cab of a pickup truck

SAFE



UNSAFE



K to 3rd Grade Lessons TEKS Chart

Activity or Game	Page	TEKS
Make Your Own Monkey Puppet (K-3)	4	See pages 6, 9, 11 and 14 for grade level TEKS
Mimi and Mack, Booster Seat Problem (K)	6	SS K.8A, K.8B, K.15B; ELAR K.21A, K.21B; Health K.2A
Marigold and Melvin, Booster Seat or Baby Seat? (1st)	9	SS 1.11A, 1.11B, 1.18A; ELAR 1.27A, 1.27B; Health 1.2A
Maurice and Mitzi, Back Seat Booster? (2nd)	11	SS 2.17 D, 2.18 B, 2.19; Math 2.3 C; LA 2.1 C-D, 2.4 C, Health 2.2 B - C, 2.3 A
Monica and Maude, Better in the Back Seat (2nd)	14	ELAR Health 2.3A, 2.5C; Math 2.3B, 2.12D; SS 2.19A, 2.28A, 2.30A
I Spy Map (K-3)	16	Kindergarten TEKS: SS K.4A, K.8B; ELAR K.11B, K.21A, K.22A, K.23A; Math K.7A; Health K.2A, K.2B, K.2D, K.2E. First Grade TEKS: SS 1.5A, 1.11A, 1.11B; ELAR 1.19A; Health-1.2B, 1.2F, 1.2G. Second Grade TEKS: SS 2.5A, 2.11A, 2.18B, 2.19B; ELAR 2.20A; Health 2.2B, 2.2C, 2.3A. 2.5C. Third Grade TEKS: SS 3.5C, 3.17E; ELAR 3.20C; Health 3.2A, 3.2E, 3.6D
Safety Match-Up (K-3)	21	Kindergarten TEKS: SS K.14C; ELAR K.22A, K.23A; Health K.2A, K.2B, K.2D, K.2E. First Grade TEKS: SS 1.17C; ELAR 1.28A; Health 1.2B, 1.2F, 1.2G. Second Grade TEKS: SS 2.18D; ELAR 2.30A; Health-2.2B, 2.2C, 2.3A. 2.5C. Third Grade TEKS: SS 3.17B; ELAR 3.29A, 3.29B; Health 3.2A, 3.2E, 3.6D




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Traffic Safety Activities & Games

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Molly Powers, Curriculum Consultant, Austin, Texas

TRAFFIC SAFETY ACTIVITIES & GAMES

You should have:

Be Safe (i.e., Bingo)

- Teacher Lesson Plan
- Student Directions
- Be Safe Game Board 4x4 (Easy)
- Be Safe Game Board 5x5 (Medium)
- Be Safe Game Board 6x6 (Hard)
- Be Safe Signs 4x4 (Easy)
- Be Safe Signs 5x5 (Medium)
- Be Safe Signs 6x6 (Hard)
- Ways to Win Be Safe worksheet 4x4 (Easy)
- Ways to Win Be Safe worksheet 5x5 (Medium)
- Ways to Win Be Safe worksheet 6x6 (Hard)

Traffic Signs Scavenger Hunt

- Teacher Lesson Plan
- Traffic Signs Scavenger Hunt worksheet 3x3 (Easy)
- Traffic Signs Scavenger Hunt worksheet 6x6 (Hard)

Traffic Safety Seek & Find

- Teacher Lesson Plan
- Traffic Safety Seek & Find worksheet
- Student Directions for Traffic Safety Seek & Find Extension
- Traffic Safety Seek & Find blank worksheet

Hit the Road (i.e., Go Fish)

- Teacher Lesson Plan
- Student Directions
- Hit the Road Cards (We recommend copying and laminating the sets)

Dangerous Dan (i.e., Old Maid)

- Teacher Lesson Plan
- Student Directions
- Dangerous Dan Cards (We recommend copying and laminating the sets)

TEKS Chart

Traffic Safety Activities & Games

Using These Materials (recommendations):

The following are recommendations only. Teachers should feel free to adapt the material as necessary to fit the unique needs of their respective classrooms.

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 this important dialogue may then be passed on to parents, siblings, and guardians.

To get the students started, teachers may want to read through the information with the whole class. Alternatively, teachers may decide to go through the information in a small group with struggling readers and may allow advanced readers to access the information on their own. Again, this will vary from class-to-class, or even student-to-student, and will depend on such things as 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.

Why Use These Materials?

Not only do these materials support the acquisition of Texas English Language Arts and Social Studies Standards (the TEKS), but they simultaneously teach an extremely important (and often overlooked) topic – 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 US 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 (i.e., Bingo)

Learning Objectives: Students will

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


TEKS: ELA 2.2 A-C, 5, 15 B; SS 2.17B
See Traffic Safety Activities & Games
TEKS Chart for all grade levels.

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 pages.
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 you will be playing 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.
 11. Allow time for students to search and mark off game boards 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. You can then continue the game by playing another version of Be Safe on the same card.

NOTE: You may want to have students place completed game boards in a page protector so that they may be used repeatedly, thereby eliminating 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

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 a sign you glued onto your grid, put a penny (or whatever your teacher gave you to mark off your squares) on the sign to mark that it has been called.

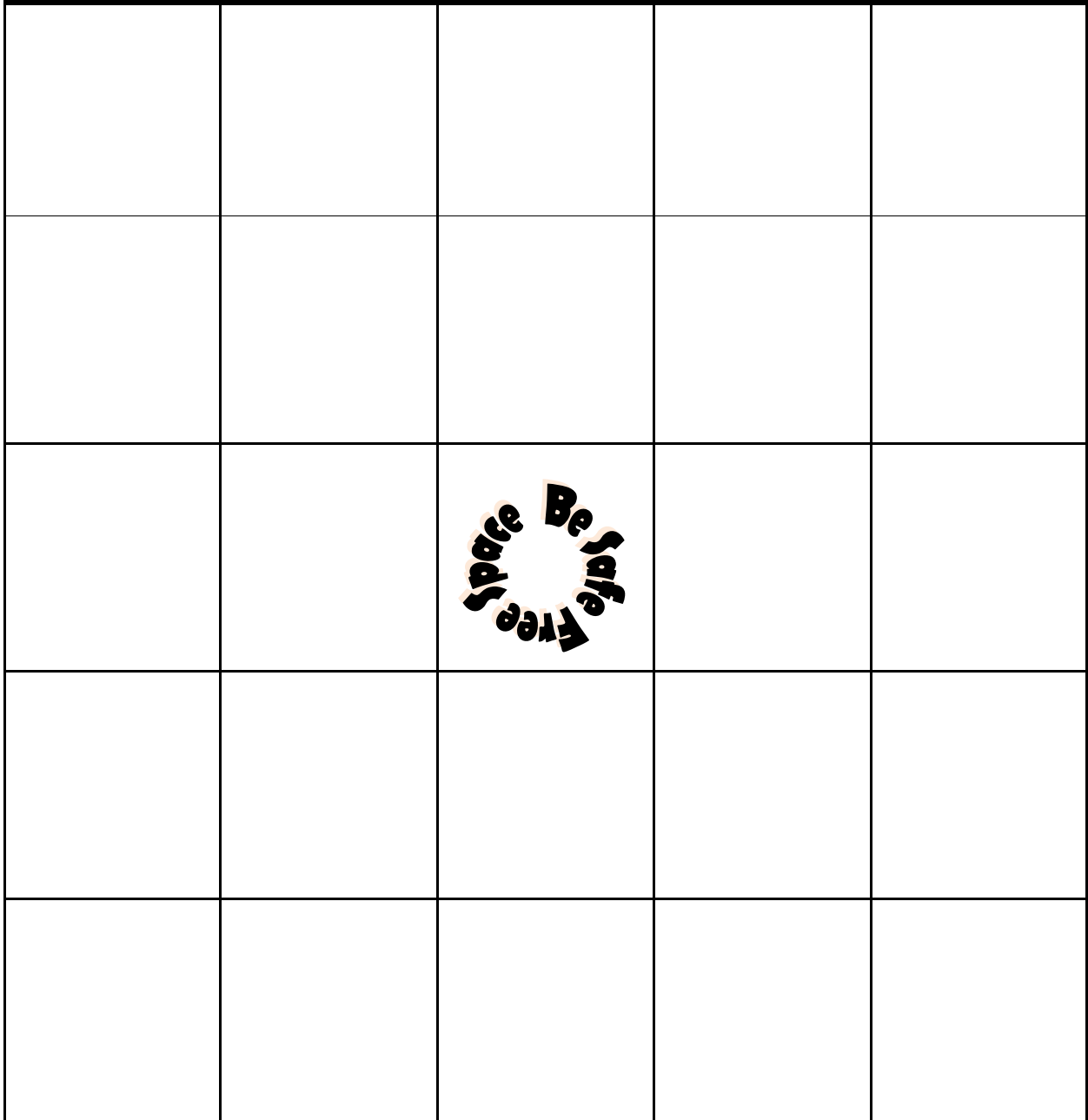
The player who satisfies the requirements to win first should call out "Be Safe!"

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



Be Safe Game Board

Be Safe Signs

Stop



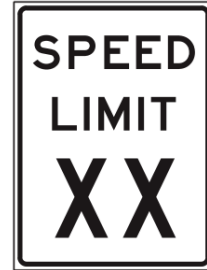
Yield



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

Stop



Yield



Speed Limit



Night Speed Limit



No Right Turn



No Bicycles



Handicapped Parking



Tow Away Zone



No Parking



No Hitchhiking



Library



No Trucks



Railroad Crossing



Livestock Crossing



Picnic Area



Historical Marker



Hospital



Litter Barrel



Airport



Welcome to Texas



Guide



Work Zone



Hurricane Evacuation Route



School Zone



Be Safe Signs



Ways to Win Be Safe

Diagonal: Fill in any four in a row diagonally.

•			
	•		
		•	
			•

Blackout: Fill in the whole Be Safe Game Board.

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Vertical: Fill in any column going up and down.

•			
•			
•			
•			

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.

			•
			•
•	•	•	•
			•

Ways to Win Be Safe

Diagonal: Fill in any four in a row diagonally.

•			
	•		
		•	
			•

Blackout: Fill in the whole Be Safe Game Board.

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Vertical: Fill in any column going up and down.

•			
•			
•			
•			

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.

			•
			•
•	•	•	•
			•

Ways to Win Be Safe

Diagonal: Fill in any four in a row diagonally.

•			
	•		
		•	
			•

Blackout: Fill in the whole Be Safe Game Board.

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Vertical: Fill in any column going up and down.

•			
•			
•			
•			

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: Students will

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

TEKS: See Traffic Safety Activities & Games TEKS Chart for all grade levels.

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 in the box, or shading in the box.

 <p>One Way Street Sign</p>	 <p>School Sign</p>	 <p>Speed Limit Sign</p>
 <p>Street Sign</p>	 <p>Stop Sign</p>	 <p>School Zone Sign</p>
 <p>Handicapped Parking Sign</p>	 <p>No Parking Sign</p>	 <p>Guide Sign</p>

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 in the box, or shading in the box.

					
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: See Traffic Safety Activities & Games TEKS Chart for all grade levels.

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.



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 to a friend to solve.

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.

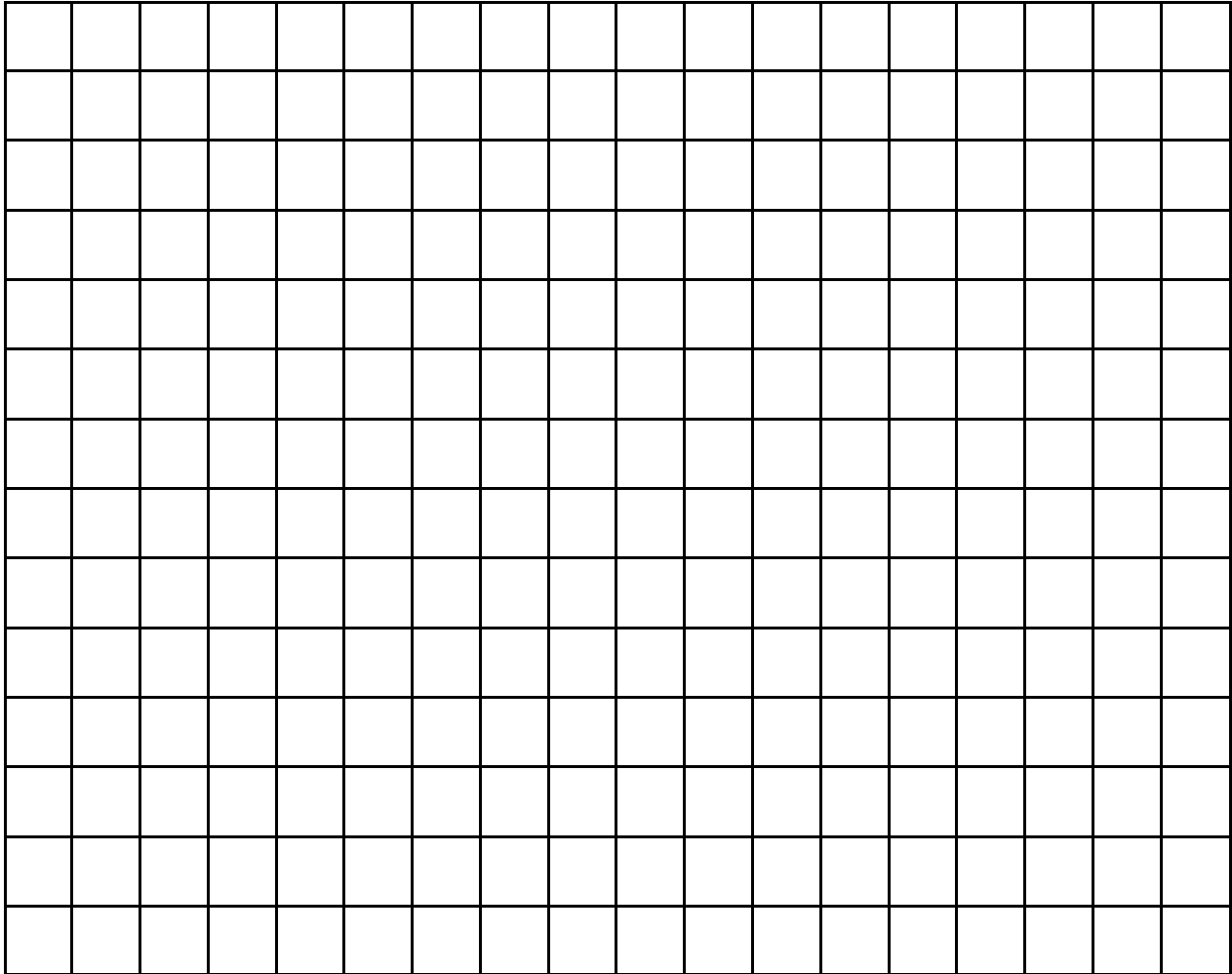
m	a	x	d	s	i	d	e	w	a	l	k	e	i	d	o	f	f
q	y	w	t	d	f	g	c	h	b	j	m	n	c	v	r	i	a
u	i	f	l	a	d	q	s	r	o	t	c	e	l	f	e	r	t
e	e	h	e	o	n	e	d	y	o	m	a	m	i	a	c	e	h
n	l	i	b	q	u	i	a	t	s	s	a	s	w	l	o	f	u
p	d	w	y	e	i	l	p	s	t	a	s	i	a	r	l	i	n
g	e	s	t	i	s	a	e	g	e	r	e	w	a	t	o	g	n
i	r	g	e	a	n	t	e	i	r	z	s	y	a	i	t	h	g
h	a	u	f	n	a	e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

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.



Words:

- | | | |
|----|-----|-----|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

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

Learning Objectives: Students will

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

TEKS: See Traffic Safety Activities & Games TEKS Chart for all grade levels.

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.

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

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 the 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.

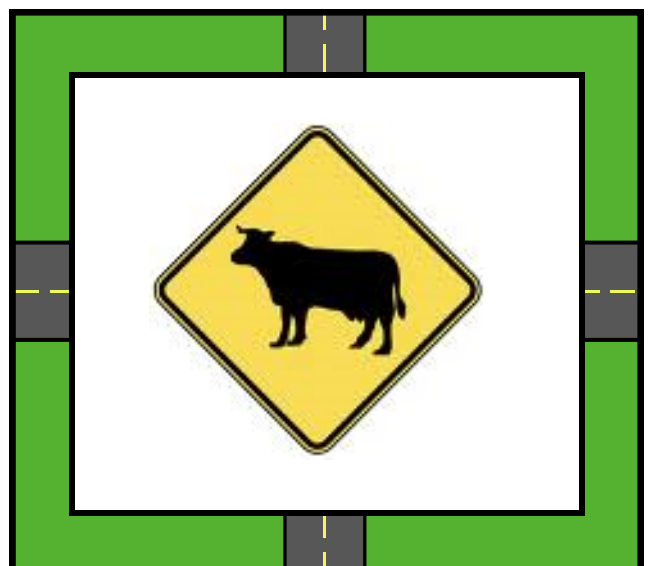
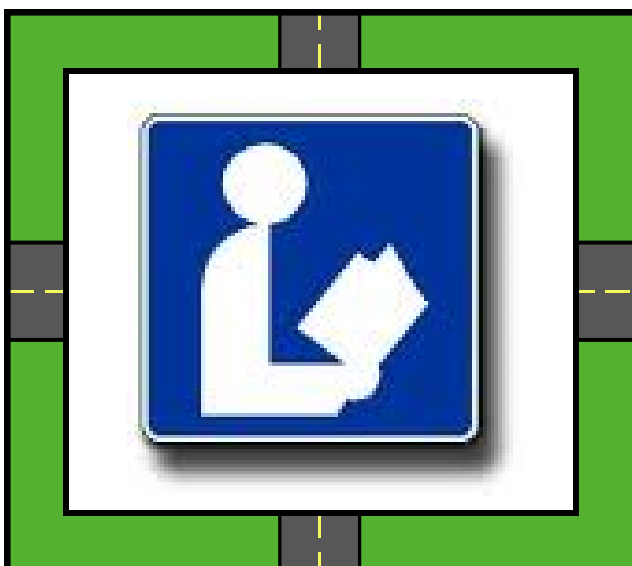
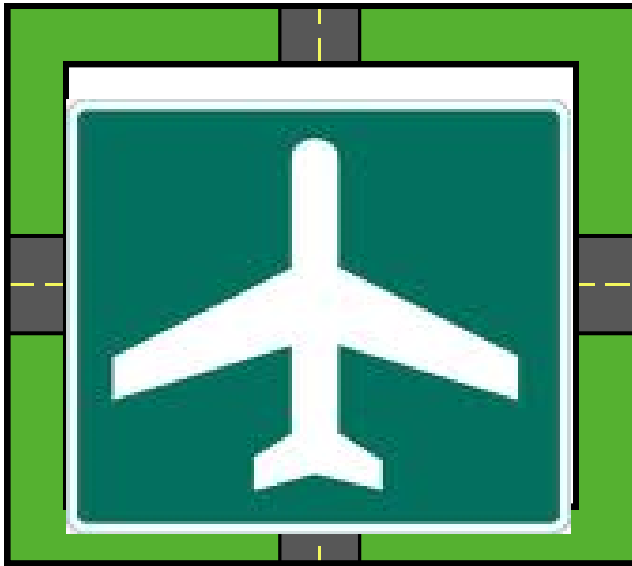


HIT THE ROAD KEY

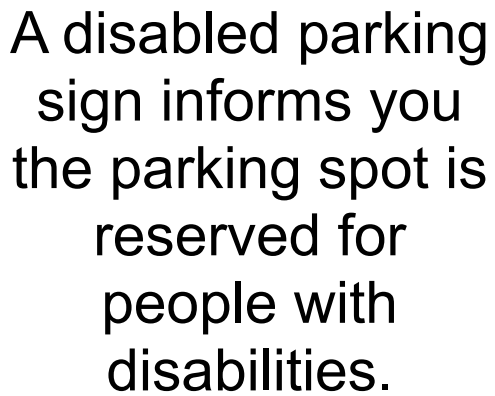
Airport Sign	An airport sign shows you the way to the airport.
Disabled Parking Sign	A disabled parking sign informs you the parking spot is reserved for people with disabilities.
Historical Marker Sign	A historical marker gives you information about the history of the area.
Hospital Sign	A hospital 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.

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HIT THE ROAD CARDS



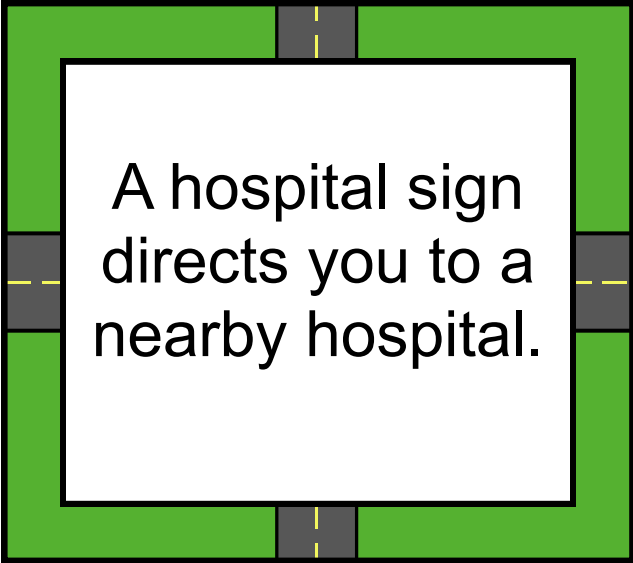
HIT THE ROAD CARDS

A square road sign with a white center and a green border. The border has a grey road with a dashed yellow line running through it.

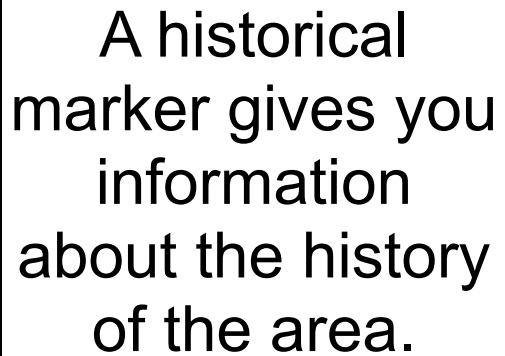
A disabled parking sign informs you the parking spot is reserved for people with disabilities.

A square road sign with a white center and a green border. The border has a grey road with a dashed yellow line running through it.

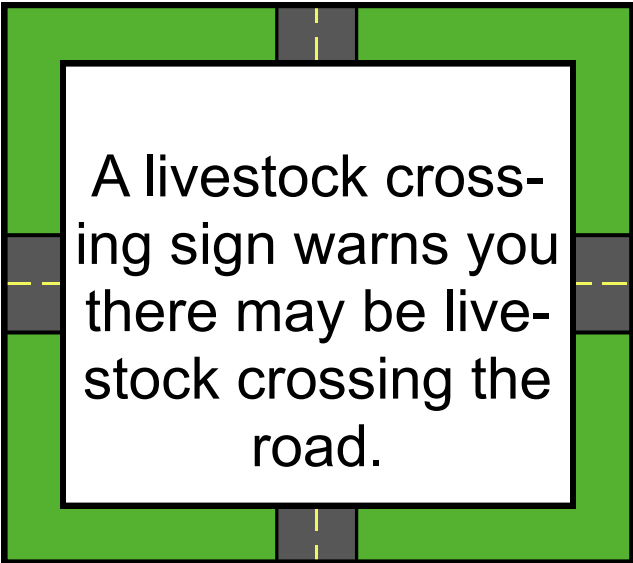
An airport sign shows you the way to the airport.

A square road sign with a white center and a green border. The border has a grey road with a dashed yellow line running through it.

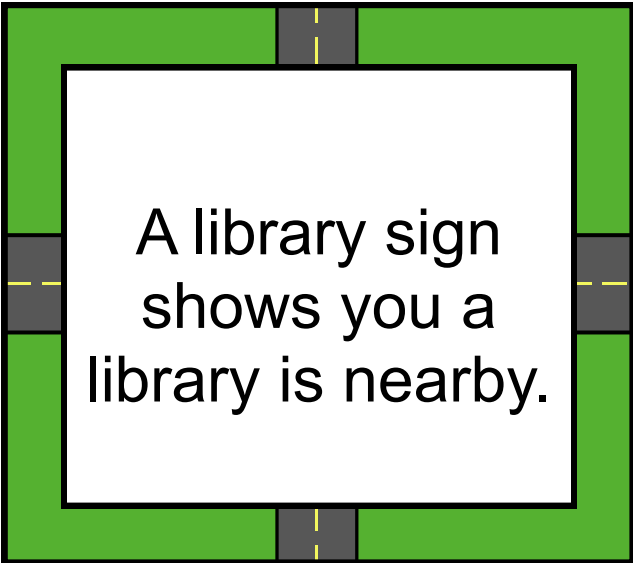
A hospital sign directs you to a nearby hospital.

A square road sign with a white center and a green border. The border has a grey road with a dashed yellow line running through it.

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

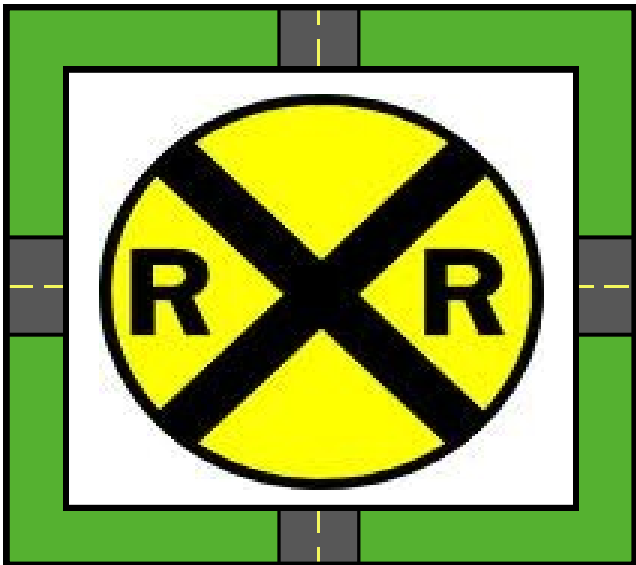
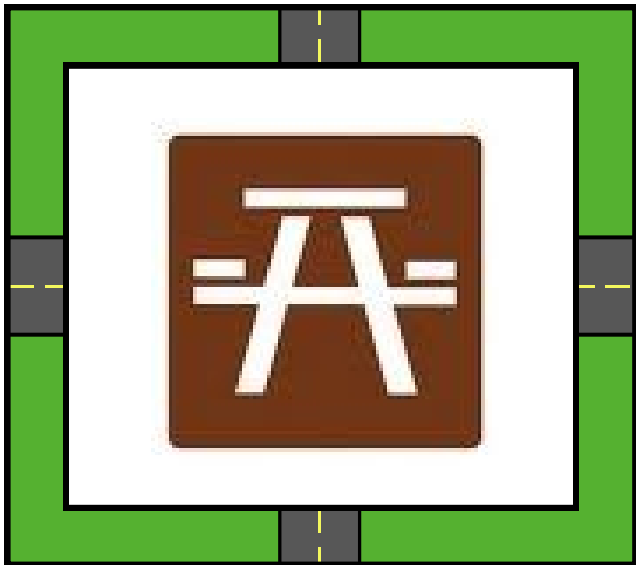
A square road sign with a white center and a green border. The border has a grey road with a dashed yellow line running through it.

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

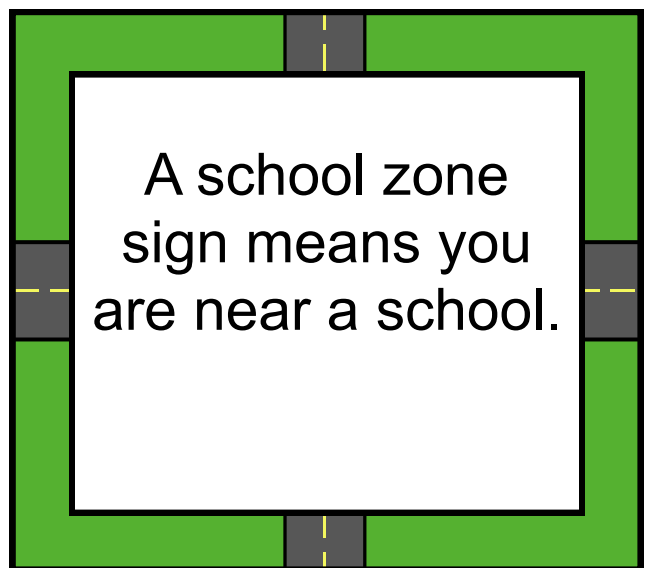
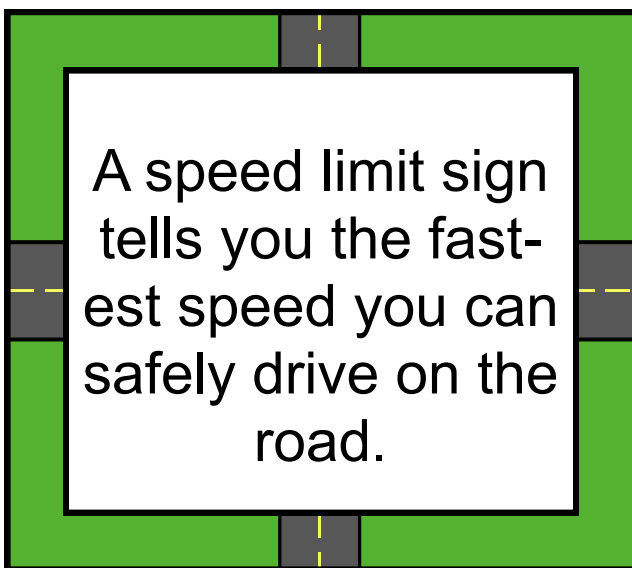
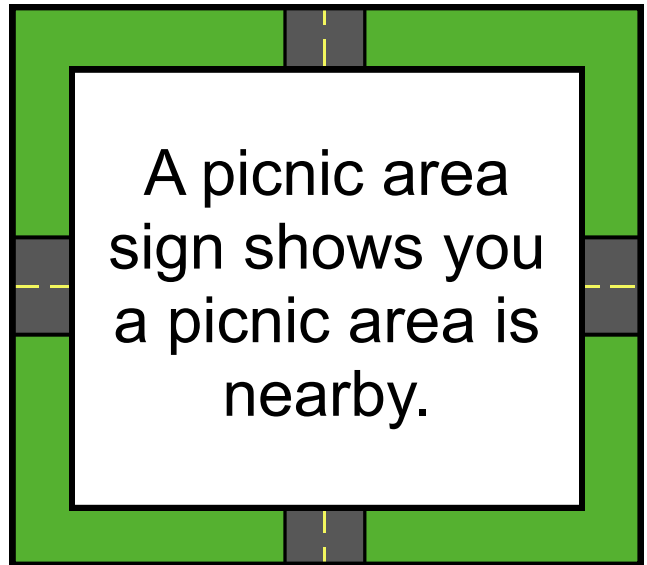
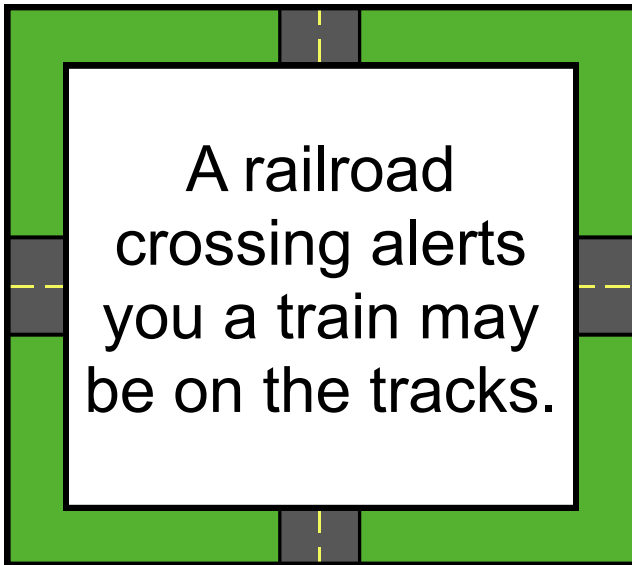
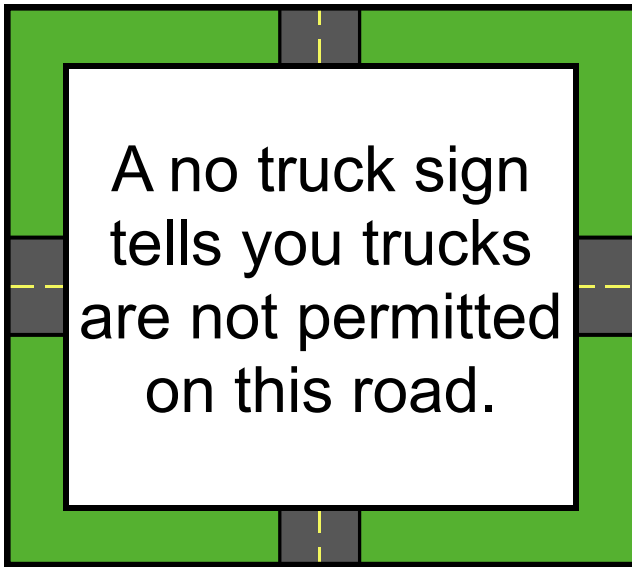
A square road sign with a white center and a green border. The border has a grey road with a dashed yellow line running through it.

A library sign shows you a library is nearby.

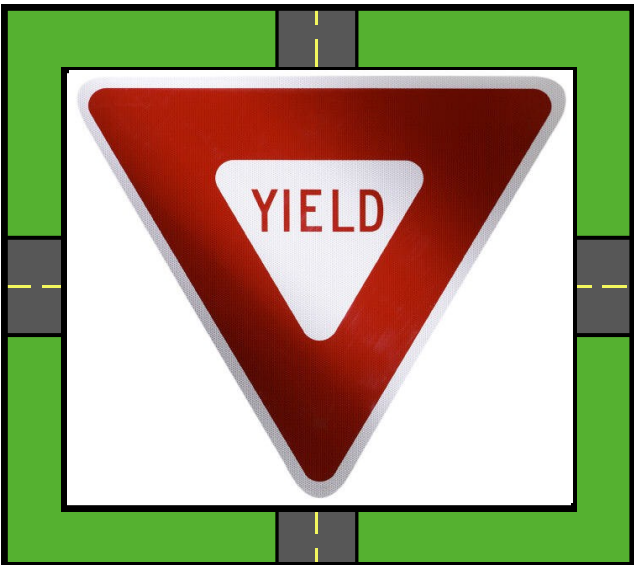
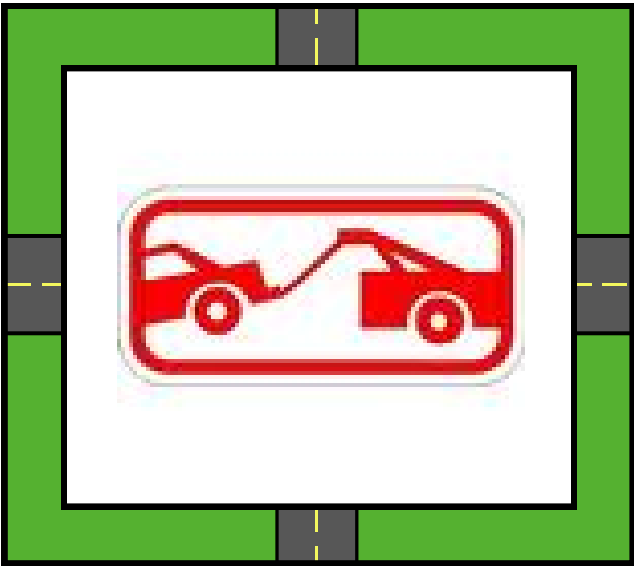
HIT THE ROAD CARDS



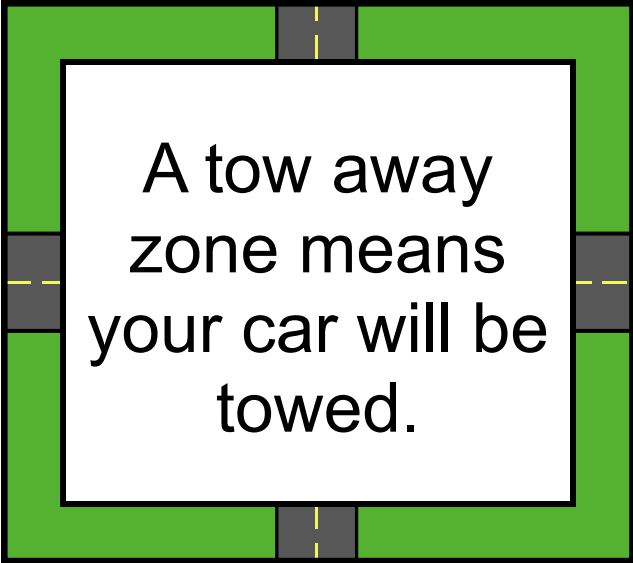
HIT THE ROAD CARDS



HIT THE ROAD CARDS



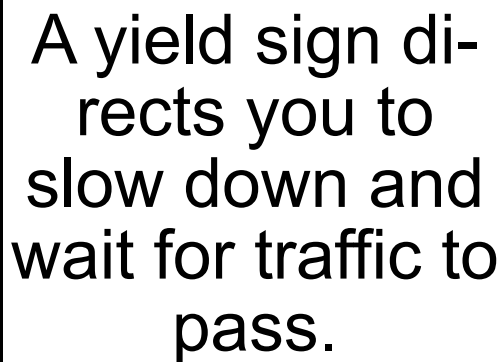
HIT THE ROAD CARDS



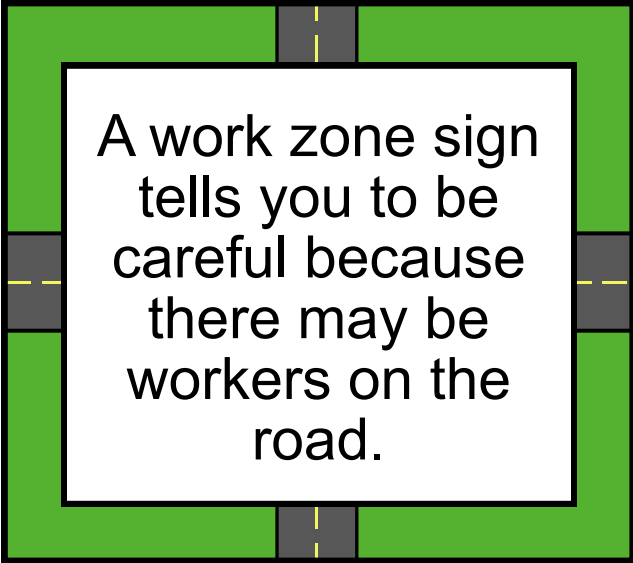
A tow away zone means your car will be towed.



A stop sign directs you to stop.



A yield sign directs you to slow down and wait for traffic to pass.



A work zone sign tells you to be careful because there may be workers on the road.

DANGEROUS DAN (i.e., Old Maid)

Learning Objectives: Students will

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

TEKS: ELA K.23A; SS K.9A, K.9B, K.14C
See Traffic Safety Activities & Games
TEKS Chart for all grade levels.

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 that this game is 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:

GT students could take out Dangerous Dan and flip all the cards over to play Concentration or Memory. They would flip two over and if a 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 up any cards that match face up.
4. Moving clockwise, each player puts down any matches. Be sure everyone holds 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 (wheelchair)	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.
Brad	Bailiff	Bailiffs keep the court safe.
Larry	Lawyer	Lawyers represent people in court.

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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

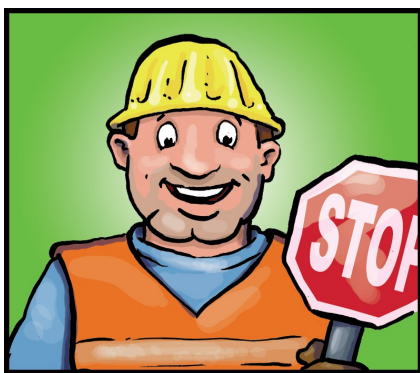
SAFETY



Paula Paramedic

FIRST

SAFETY



Ralph Road Worker

FIRST

SAFETY



Tomás 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



TRAFFIC SAFETY ACTIVITIES & GAMES TEKS CHART

Activity or Game	ELA TEKS	Social Studies TEKS	Physical Education or Health TEKS
Be Safe (i.e., Bingo)	K.11B	K.15B	
	1.27B	1.17B; 1.17C	
	2.30A	2.17B	
	3.29B	3.17B	PE 3.5A
Traffic Signs Scavenger Hunt	K.11B	K.14B; K.15B	
	1.28A	1.17B	
	2.30A	2.17B	
	3.31A	3.17E	PE 3.5A
Traffic Safety Seek & Find	K.15A	K.8B	Health K.2E
	1.3H	1.17B	Health 1.2A; PE1.5B
	2.2G	2.17B	PE 2.5B
		3.17B	PE 3.5B, C
Hit the Road (i.e., Go Fish)	K.11B	K.14B; K.15B	
	1.27B	1.17B	
	2.30A	2.17B	
	3.29B	3.17E	PE 3.5A
Dangerous Dan (i.e., Old Maid)	K.23A	K.9A; K.9B; K.14C	
	1.27B; 1.28A	1.12A; 1.12B	
	2.28A; 2.30A	2.11B	
	3.29A; 3.29B	3.9B	

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Traffic Be Smart-Stay Safe:

Safety Centers

D  **RIVING**

R  **on the**
RIGHT

S  **IDE**

R  **of the**
ROAD

Developed by: Denise Baxindine & Molly Powers
Elementary Consultants
Austin, Texas



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



Driving on the Right Side of the Road Overview

Texas Municipal Courts Education Center



Background: The *Driving on the Right Side of the Road (DRSR)* program began in 2008. The Texas Municipal Courts Education Center (TMCEC) developed resources for municipal court personnel and classroom teachers to be able to provide traffic safety outreach to youth. *DRSR*, a traffic safety program, is a TMCEC program developed collaboratively with Law-Related Education (LRE) (a division of the State Bar of Texas and Law Focused Education, Inc.) and funded through a grant by the Texas Department of Transportation (TxDOT).

What is *DRSR*?: It is a series of lessons for social studies classes at the elementary, middle, and high school levels that focus on citizenship education and traffic safety. Working with LRE, colorful and interactive lessons were developed. The materials lend themselves to the use of guest speakers in the classroom. *DRSR* recommends that teachers contact local judges and court support personnel and ask them to serve as resource persons in classrooms. Resource persons can bring the lessons alive by providing real life or hypothetical examples, accurate descriptions of what the law requires, and serve as positive role models for students.

Resources: There are many program resources available which are located on TMCEC's traffic safety website: <http://tmcec.com/drsr>.

- Our Town Map
- TxDOT Land Board Game
- Mock Trials
- Computer Based Learning, English and Spanish
- Activity Center Activities
- Do Nows
- Numerous Hands-On Lessons for Learning
- Substitute Lesson Plans

About the Authors:

Denise Baxindine taught 2nd grade and 3rd grade at the IDEA Academy in Donna, Texas. She is a graduate of the University of Richmond in Richmond, Virginia and has a Masters in Social Work from the University of Texas at Austin.

Molly Powers taught 5th grade at P.S. Garza Elementary School in Donna, Texas. She is a graduate of Rhodes College in Memphis, Tennessee and currently a law student at the University of Texas at Austin.

For more information:

Contact the TMCEC TxDOT Grant Administrator, at tmcec@tmcec.com or 512.320.8274.



Driving on the Right Side of the Road

Traffic Be Smart—Stay Safe: Safety Centers

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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 CENTERS: EFFECTIVE CLASSROOM IMPLEMENTATION

You should have:

- 13 Traffic Safety Centers - Student Directions
- 13 Traffic Safety Centers - Corresponding Student Worksheets
- 13 Traffic Safety Centers - Teacher Lesson Plans
- 10 Traffic Safety Information Sheets

Unit I:

- Safety on a Bus
- Safety on the Street
- Safety on a Bicycle
- Safety in a Vehicle

Unit II:

- Safety on a Bus
- Safety on the Street
- Safety on a Bicycle
- Safety in a Vehicle
- Traffic Safety Facts
- Traffic Safety Laws

Using These Materials (recommendations):

The following are recommendations only. Teachers should feel free to adapt the material as necessary to fit the unique needs of their respective classrooms.

We recommend providing each student with an individual copy of the Traffic Safety Information Sheets on their level. Generally speaking, Unit I is for Kindergarten and 1st grade. Unit II is intended for 2nd, 3rd, and 4th grades. To help with organization, and to ensure that students can reuse materials throughout the year, we recommend students have a separate folder for their Traffic Safety Information Sheets. Since these sheets are used in nearly every center activity, it would be beneficial to use sheet protectors to increase their durability.

To get the students started, teachers may want to read through the information with the whole class. Alternatively, teachers may decide to go through the information in a small group with struggling readers, and may allow advanced readers to access the information on their own. Likewise, teachers may choose to complete each center activity as a whole group with teacher modeling, before allowing the students to complete the activities as independent centers. Again, this will vary from class-to-class or even student-to-student, and will depend on such things as reading level, age group, and degree of student independence. Teachers should use their discretion in deciding what is most appropriate for their classes.



TRAFFIC SAFETY CENTERS: EFFECTIVE CLASSROOM IMPLEMENTATION

Ultimately these materials are designed to be independent center activities for students to complete on their own while the teacher is working with small groups in some other capacity. Since the centers have been created to incorporate both English Language Arts and the Social Studies TEKS, they could be given as centers during these blocks of time. To ensure proper use, and to minimize interruptions to the teacher, we recommend providing students with basic training on how to use the centers, as well as making sure they have access to all the additional materials needed to complete each activity.

Why Use These Materials?

Not only do these materials support the acquisition of Texas English Language Arts and Social Studies Standards (the TEKS), but they simultaneously teach an extremely important (and often overlooked) topic—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 children in the United States 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.

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 3.2B, 3.11A, 3.20C; SS 3.11C, 3.12B, 3.17B

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:

NOTE: It is recommended 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.

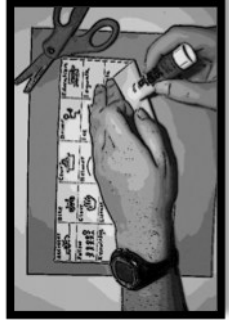
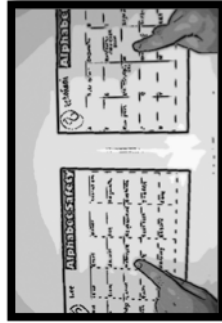
1. Give each student a copy of the Alphabet Traffic Safety directions, the corresponding Alphabet Traffic Safety worksheet, and the various traffic safety information sheets (ex: Pedestrian Safety, Bus Safety, etc.) that are found at the end of this packet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see "Materials Needed" above).
3. Read aloud the directions 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 come up with as many words as possible for each letter. Students can modify this assignment, by creating a Traffic Safety Dictionary (for example, they may make a book and list all the safety terms and ideas that begin with the letter 'A' all the way through 'Z'). Allow GT students to work together so they can push each other to try and come up with more words.

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 ABC

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 ABC

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 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 pick up truck	Q Be quiet so the bus driver can drive	R Stop on red light	S Wear your safety belt	T Don't play on train tracks
U Watch for cars making U-turns	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 3.2B, 3.11A, 3.20C; SS 3.11C, 3.12B, 3.17B

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:

NOTE: It is recommended 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 aloud the directions 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:

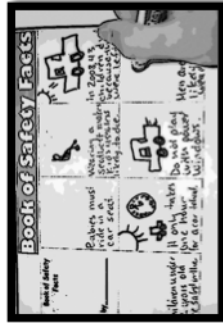
Do not provide GT students with the information sheets. Instead challenge students to find facts and laws related to safety on their own – either in the library or on the internet. Rather than giving students the book template, allow them to creatively construct their own book of safety facts and laws.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

Book of Traffic Safety Facts

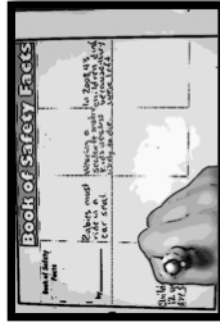
1 Use the Traffic Safety Facts & Laws Information Sheets to help you.



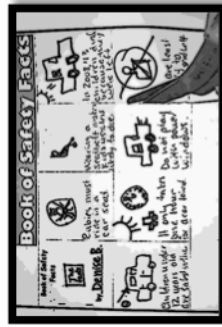
2 Write one of your favorite facts or laws in each section.



3 Draw a picture to illustrate each fact or law.



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



5 Staple 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: ELA 3.7B-C, 3.9E, 3.10B, 3.14D; SS 3.16B-C, 3.17B

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 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 Safe or Unsafe? directions, 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 aloud the directions 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.

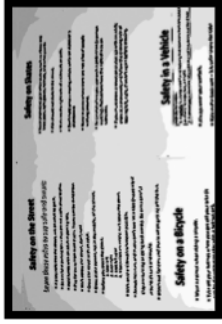
Extension for Gifted/Talented:

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 poster-sized 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?

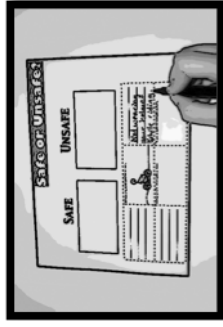
1

Use the Traffic Safety Information Sheets to help you.



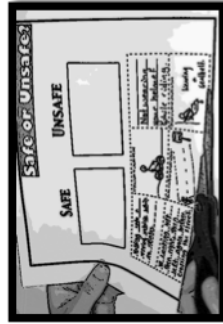
2

In each section inside the dotted lines, write or draw an action that is safe or unsafe.



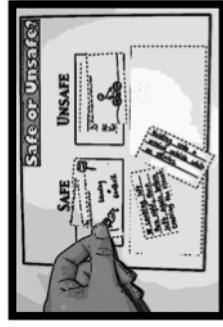
3

Cut along the dotted lines.



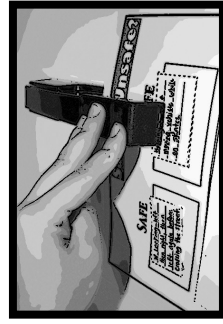
4

Have a friend try to sort them into safe or unsafe.



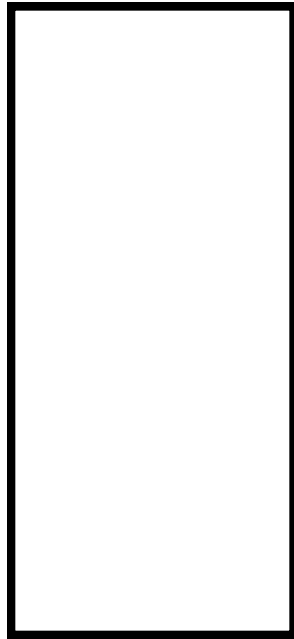
5

When they are correctly sorted, staple

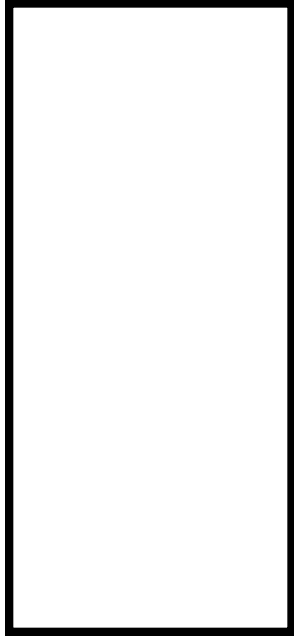


Safe or Unsafe?

Safe



Unsafe



<p>Draw a safe or unsafe action:</p> <hr/> <hr/> <hr/>	<p>Draw a safe or unsafe action:</p> <hr/> <hr/> <hr/>
<p>Draw a safe or unsafe action:</p> <hr/> <hr/> <hr/>	<p>Draw a safe or unsafe action:</p> <hr/> <hr/> <hr/>

TRAFFIC SAFETY CAUSE & EFFECT

Learning Objectives: Students will

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

TEKS: ELAR 3.2A, 3.15B, 3.20C;
SS 3.11C, 3.17C, 3.18B

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

Teaching Strategy:

NOTE: It is recommended 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 aloud the directions 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 & costumes.

Traffic Safety Cause & Effect

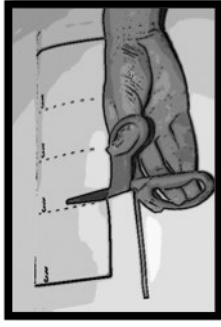
1

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



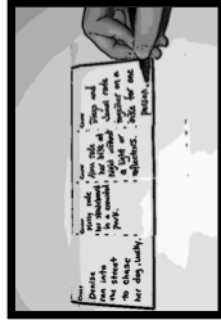
2

Cut along the dotted lines.



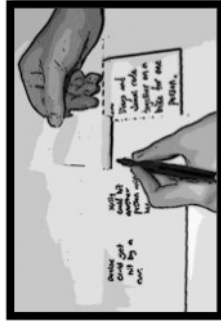
3

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



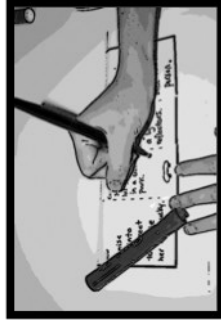
4

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



5

Draw and color pictures to illustrate each traffic safety rule.



Traffic Safety Cause & Effect

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 3.17A, 3.29A, 3.31A; SS 3.11C, 3.17B, 3.18B

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

Teaching Strategy:

NOTE: It is recommended 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 aloud the directions 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.

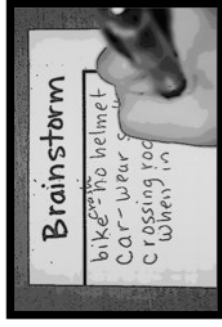
Extension for Gifted/Talented:

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 nonfiction 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

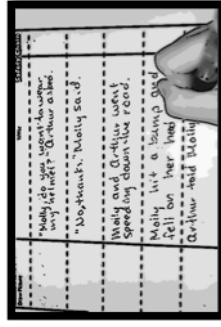
1

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



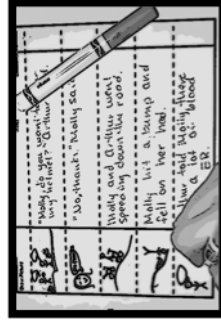
2

Write the events in order in each section.



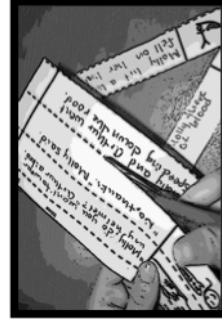
3

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 Chain

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 3.17A, 3.29A, 3.31A; SS 3.11C, 3.17B, 3.18B

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

Teaching Strategy:

NOTE: It is recommended 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 aloud the directions 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:

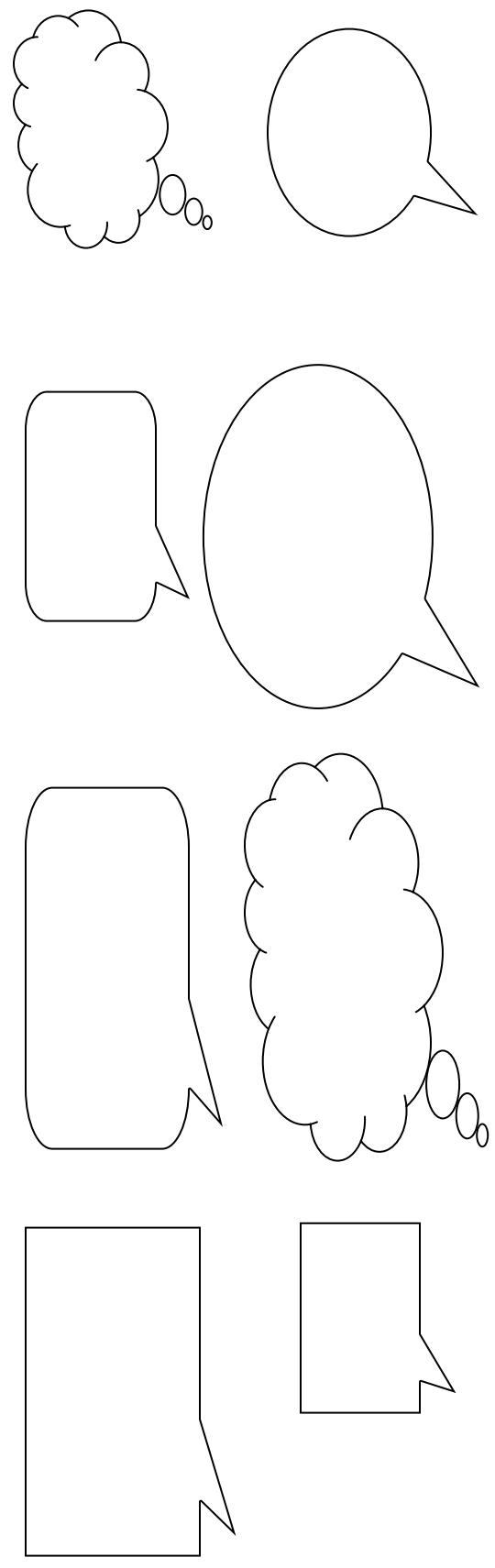
Show GT students examples of real comic strips in newspapers. In small groups, allow GT students to create a Traffic Safety Newspaper that includes fictional articles, photos, captions, letters to the editor, and comics related to safety. If possible, allow students to use computers and other technology 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



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



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 3.2B, 3.17A, 3.29A, 3.31A; SS 3.11C, 3.17B, 3.18B

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 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 aloud the directions 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 (such as: 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

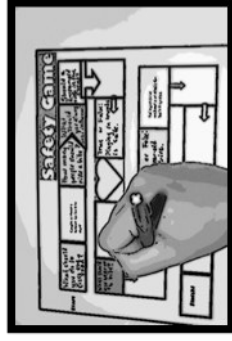
1

Use the Traffic Safety Information Sheets to help you.



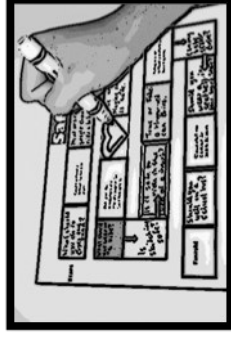
2

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



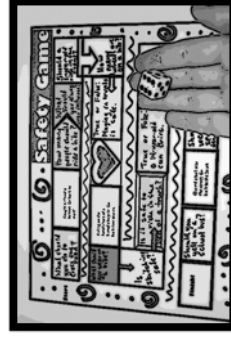
3

Color and decorate your game board.

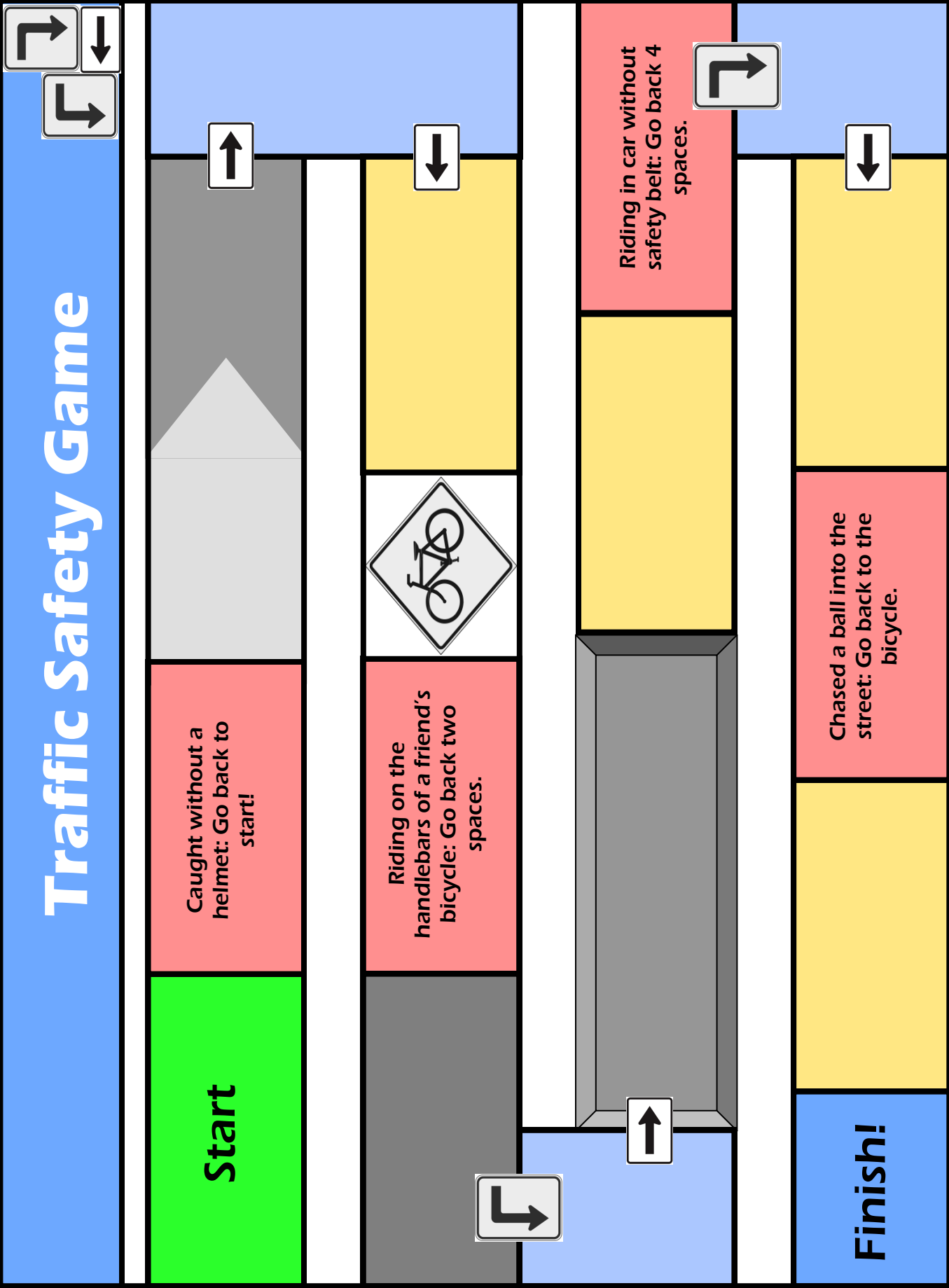


4

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 3.2B, 3.20C; SS 3.11C, 3.17B, 3.18B

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 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 aloud the directions 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.

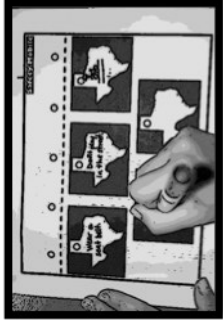
Extension for Gifted/Talented:

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.



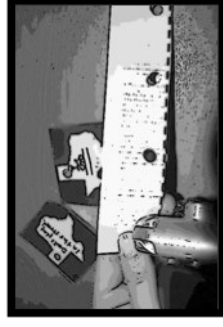
2

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.



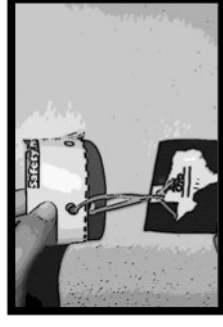
4

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

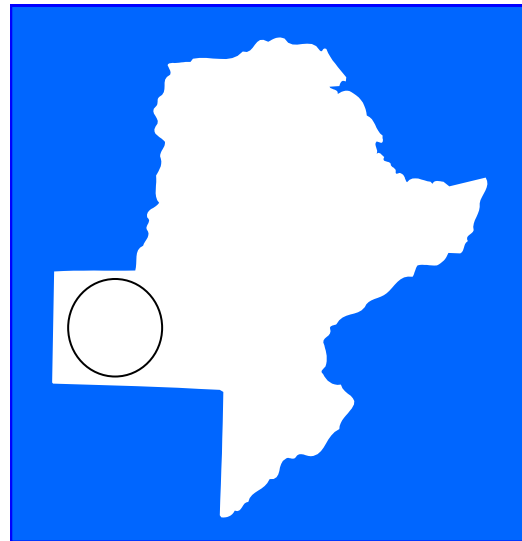
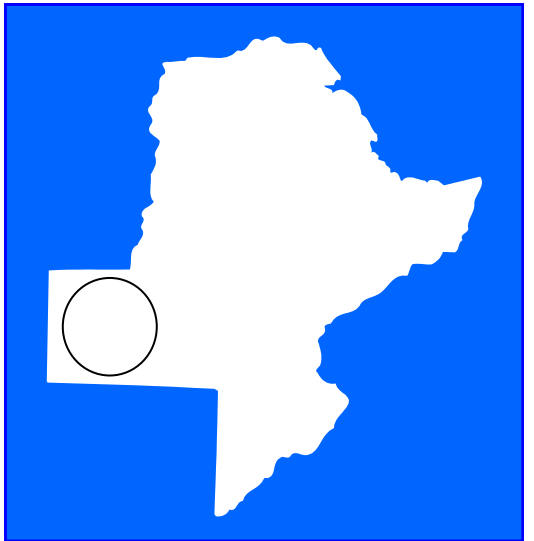
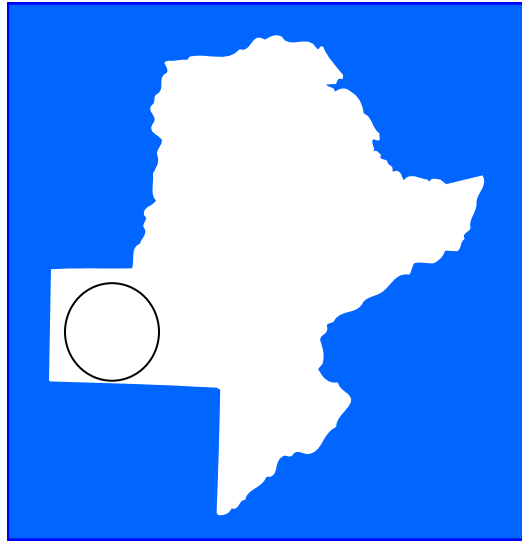
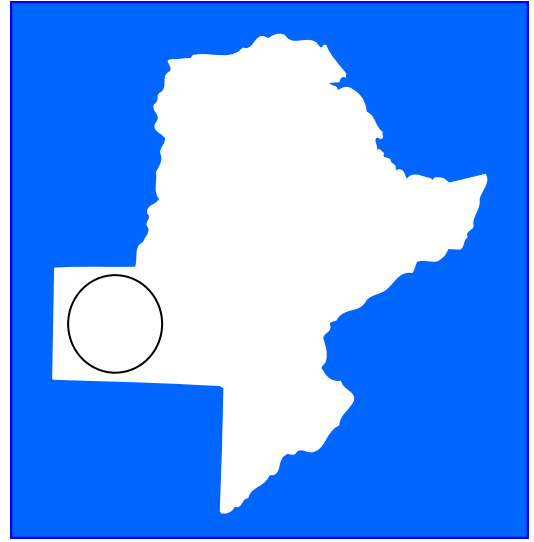
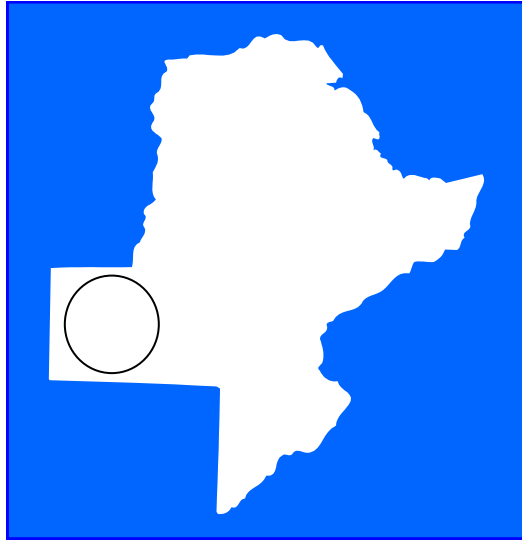
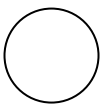
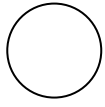
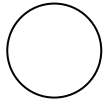
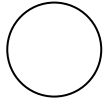
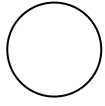


5

Connect the Texas shapes to the strip with yarn. Tie yarn 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 3.2B, 3.20C, 3.31A; SS 3.11C, 3.17B, 3.18B

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 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 aloud the directions 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.

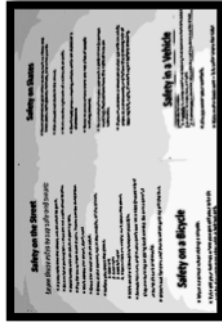
Extension for Gifted/Talented:

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

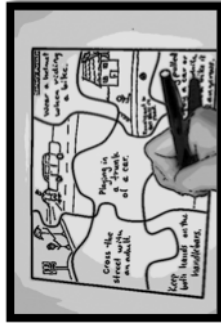
1

Use the Traffic Safety Information Sheets for ideas.



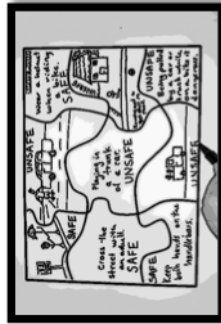
2

Draw a picture or write about a safe or unsafe behavior on each puzzle piece.



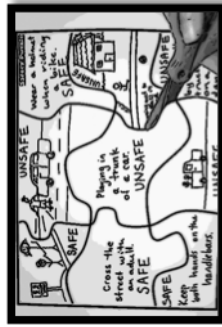
3

Label each puzzle piece as SAFE or UNSAFE.



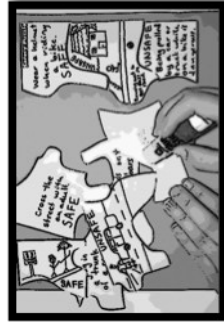
4

Cut out each puzzle piece.

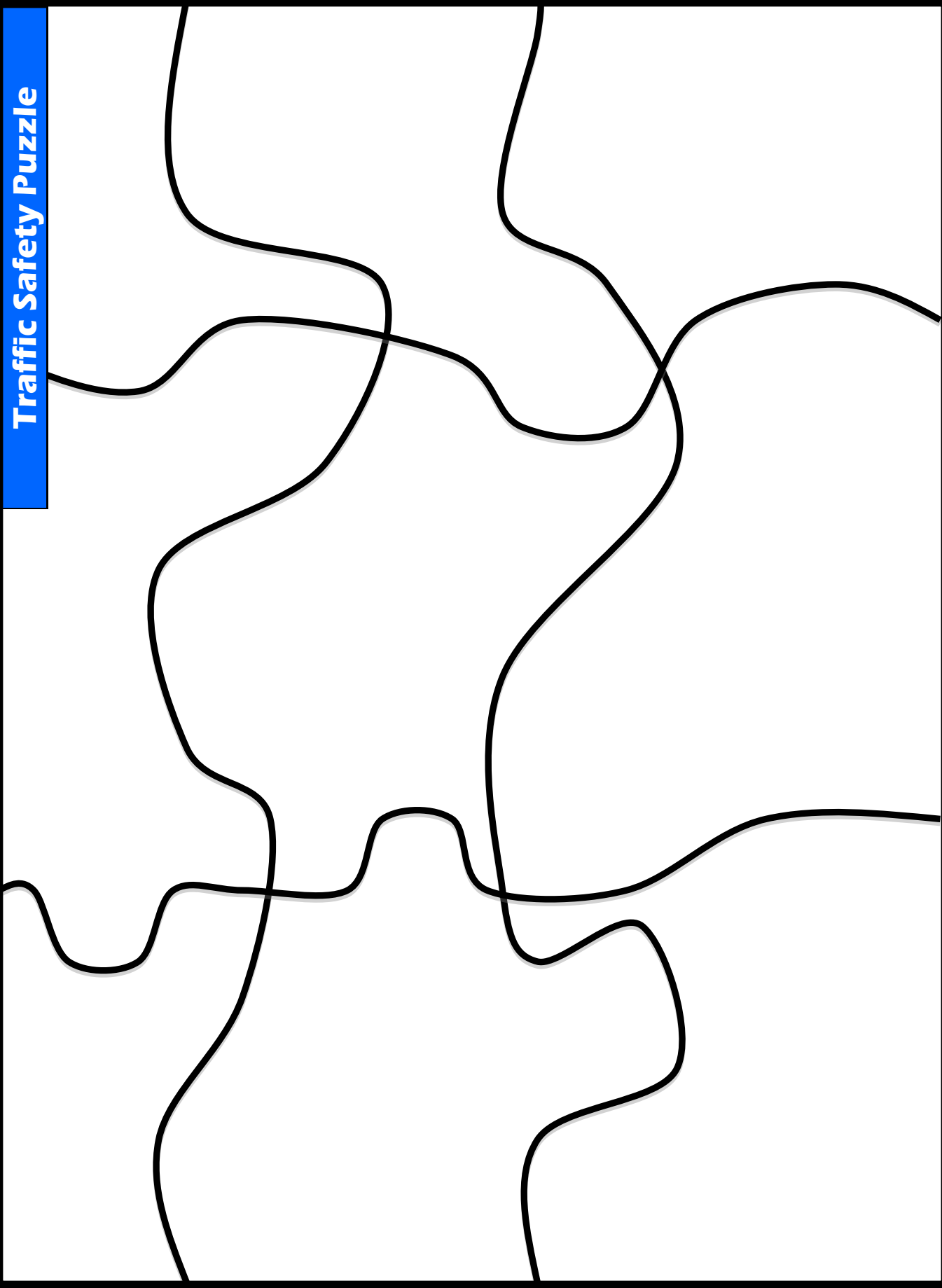


5

Mix up the pieces and glue them back together on a piece of construction paper.



Traffic Safety Puzzle



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.11B; SS K.8A, K.14B; Math-K.8C

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

Teaching Strategy:

NOTE: It is recommended 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 aloud the directions 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

Read the Shape Song:

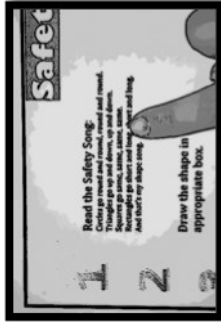
Circles go round and round, round and round.

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.

1



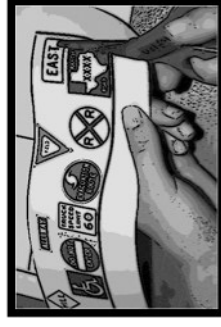
Draw the shape in the appropriate box.

2



Cut out the road signs.

3

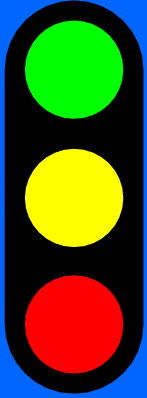


Glue the road sign in the appropriate box.

4



Traffic Safety Shapes

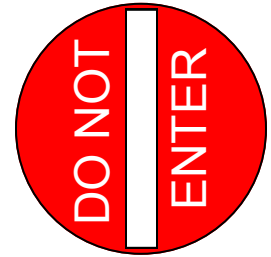
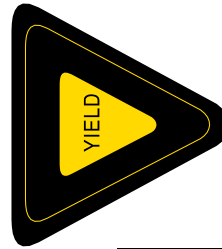
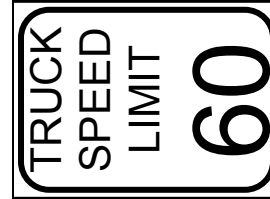
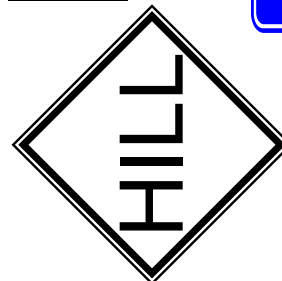


Circles

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 3.17A, 3.29A, 3.31A; SS 3.11C, 3.17B, 3.18B

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

Teaching Strategy:

NOTE: It is recommended 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.

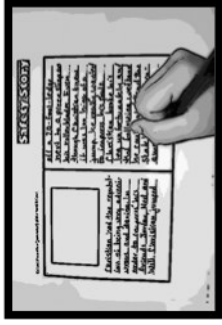
1. Give each student a copy of the Traffic Safety Story directions, the corresponding worksheet, and the traffic safety information sheets.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read aloud the directions 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 genre of writing – fiction, poem, fable, etc. – related to safety. Have students create test-like questions that correspond with their story.

Traffic Safety Story

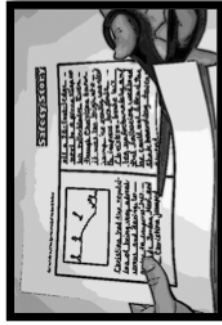
1 Write a story about a time when you or someone you know got hurt because they weren't being safe.



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



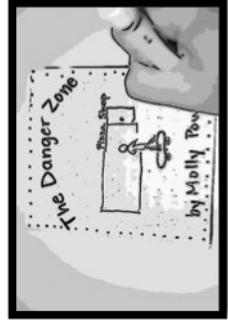
3 Cut out the outside edge (perimeter) of the book.



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: ELAR 3.4, 3.11A; SS 3.17B

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

Teaching Strategy:

NOTE: It is recommended 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.

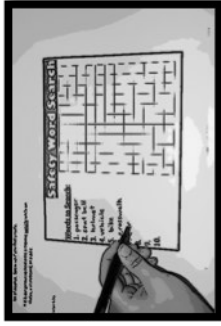
1. Give each student a copy of the Traffic Safety Word Search directions, the corresponding worksheet, and the traffic safety information sheets at the end of this booklet.
2. Be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
3. Read aloud the directions 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 a simple example. Then, give them 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 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 to a friend to solve.



Traffic Safety Word Search

Words to Search:

1.

2.

3.

4.

5.

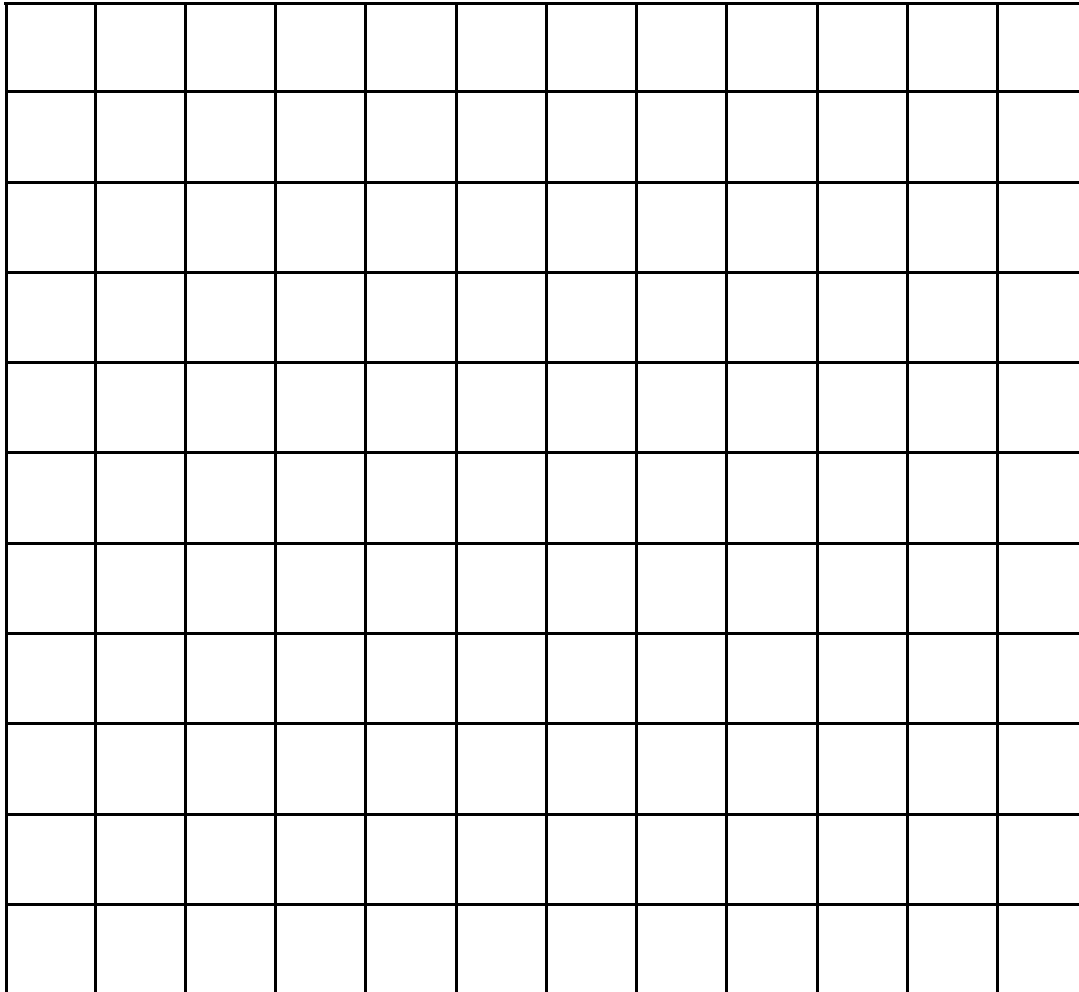
6.

7.

8.

9.

10.



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: ELAR 3.11A; SS 3.17B; Math 3.8

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

Teaching Strategy:

NOTE: It is recommended 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 aloud the directions 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 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

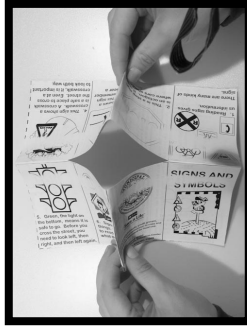
1

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



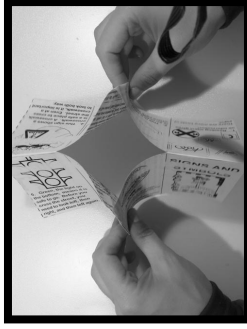
2

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



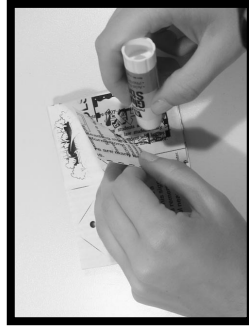
3

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

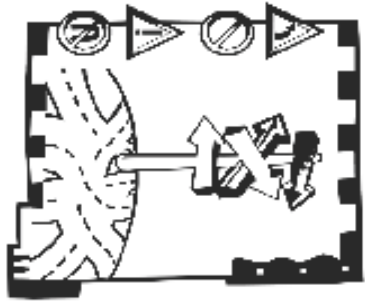
You may glue together the backs of the pages.



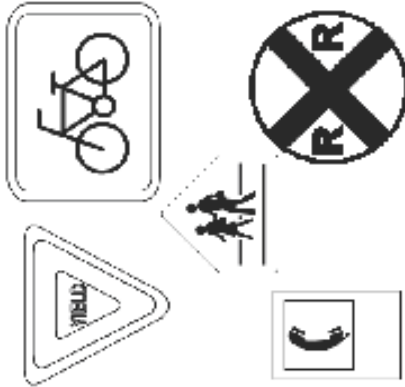
5

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





SIGNS AND SYMBOLS



1. Reading signs gives us information.

There are many kinds of signs.

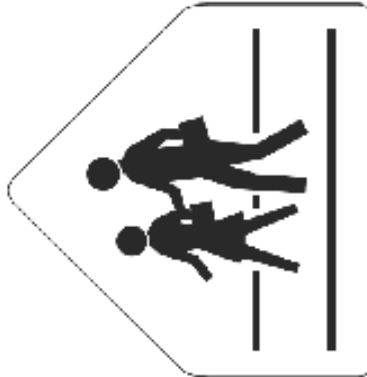


2. This is a stop sign. It is an octagon. It shows where cars should stop.

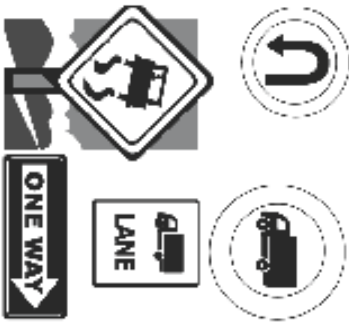


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Prepared by the
Texas Municipal Courts Education Center:
<http://www.tmcce.com>



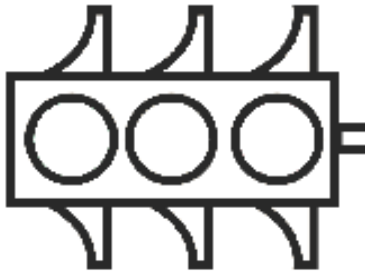
3. This sign shows a school zone. This sign helps drivers remember to be careful near a school.



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



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 way.



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.

Directions: Fold along solid lines. Cut along dashed lines. See folding instructions for more details.

Traffic Safety Information Sheets

Give each student a set of traffic safety information sheets:

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

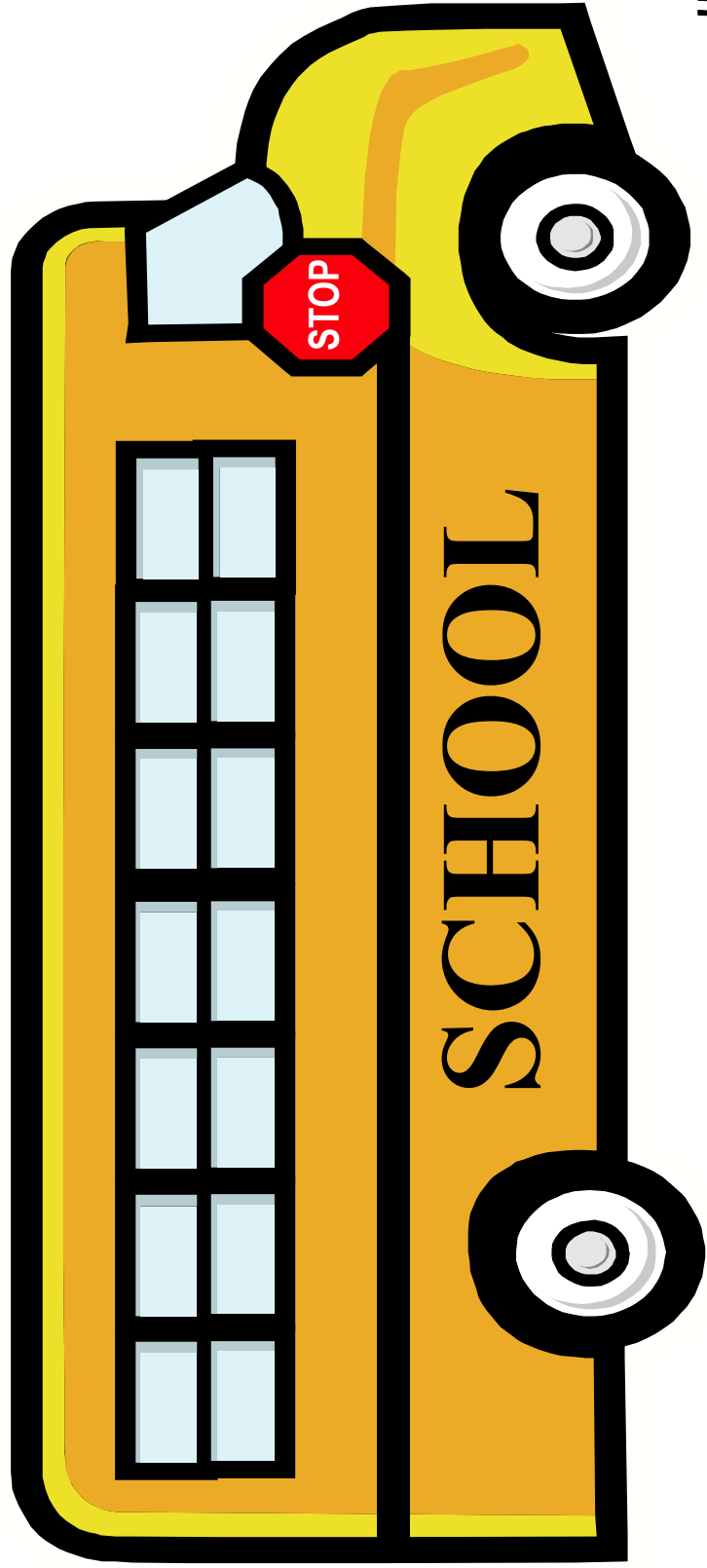
Recommendations:

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 allow for durability, as these sheets are used with several of the activities.

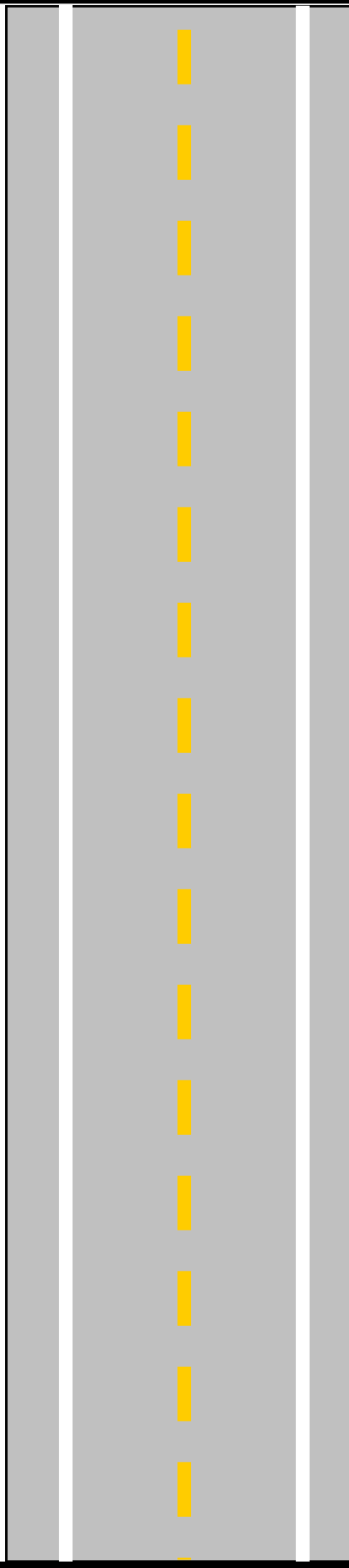
Safety on a Bus

-  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.



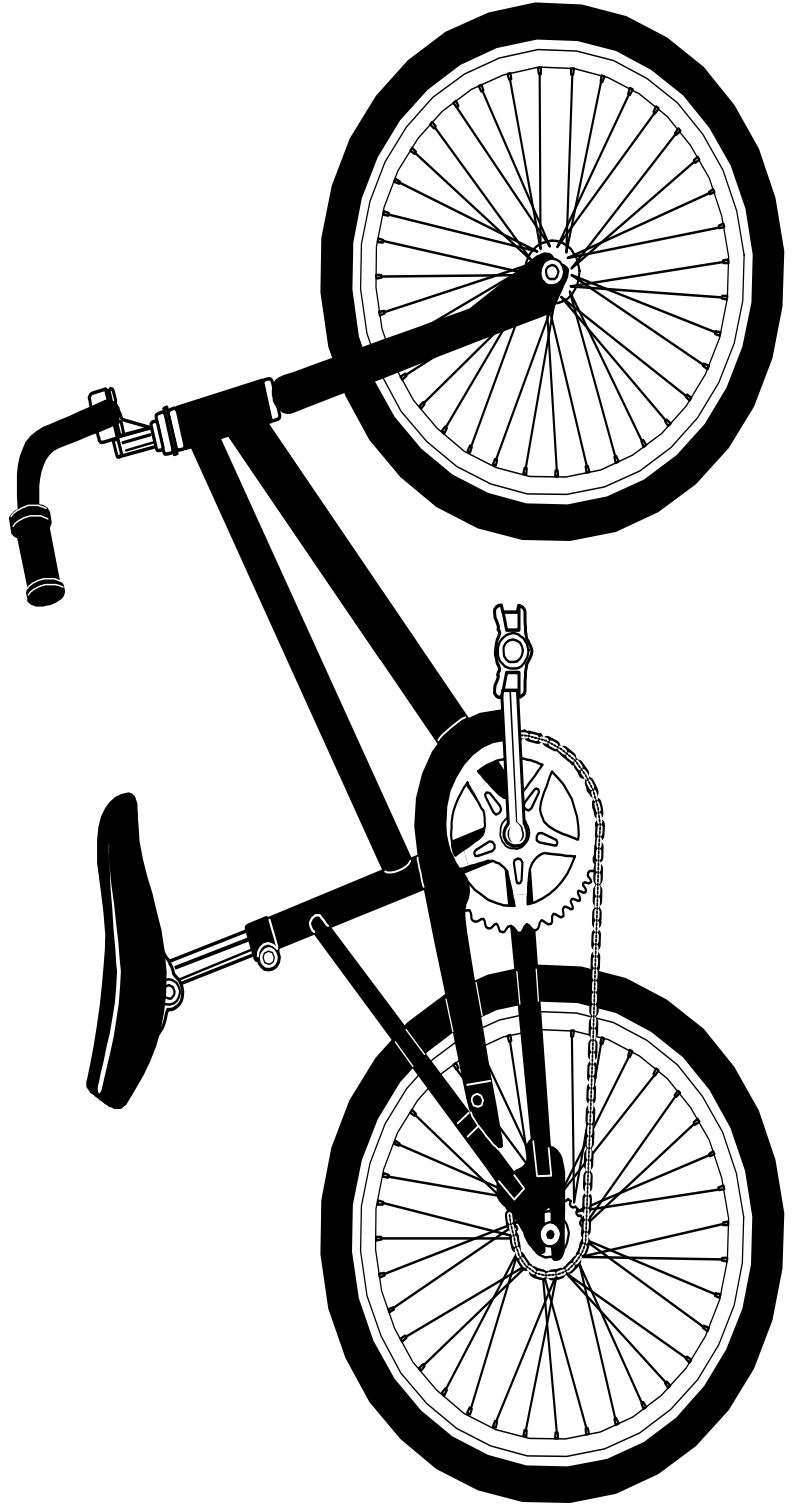
Safety on the Street

-  Look left, right, then left again before crossing the street.
-  Cross the street with an adult.
-  **WALK** across the street.
-  Cross the street at corners.
-  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.



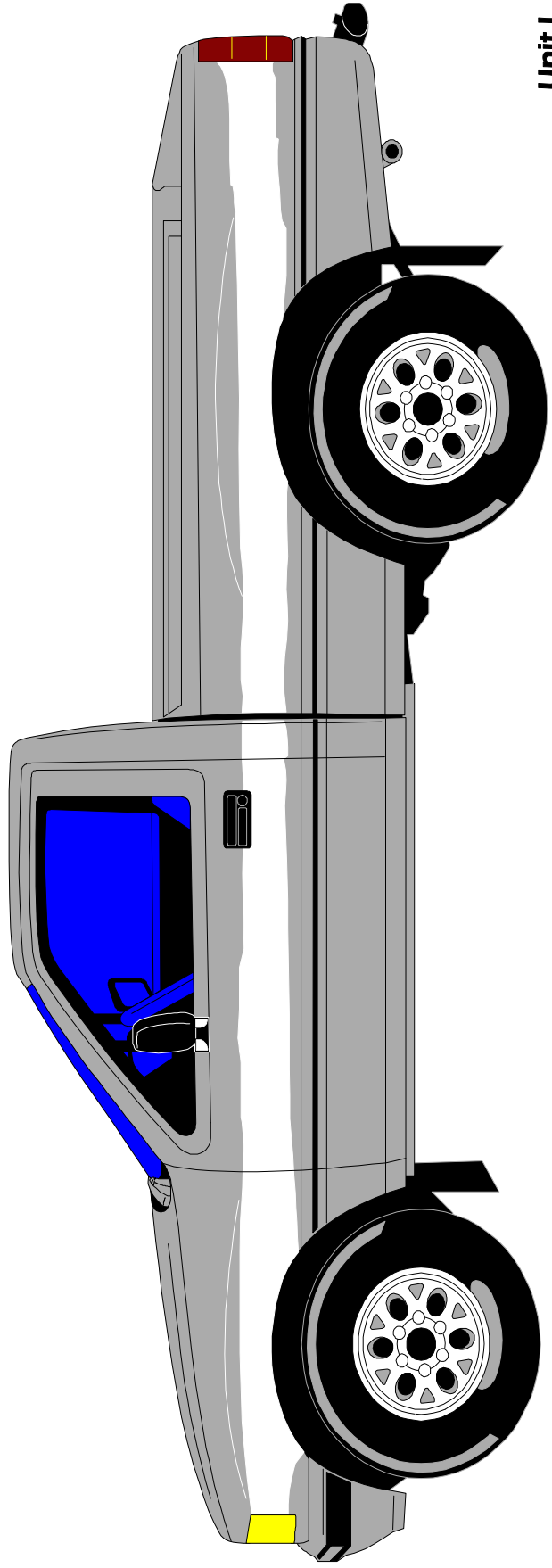
Safety on a Bicycle

- 🚲 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 in a Car or Truck

- 🚗 Always wear your safety belt.
- 🚗 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.
- 🚗 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 for 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 some 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 & 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) the bus.

Unit II



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. Trains can be 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.

Unit II

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 light-colored clothes to help drivers see you.**











Unit II

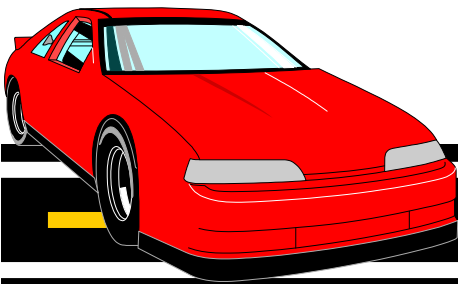
Safety in a Vehicle

WORDS TO KNOW:

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

-  Always wear your seatbelt.
-  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 dangerous (especially for kids!), and 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.

Unit II



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 to buckle up.



Twenty-three 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 eight 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.



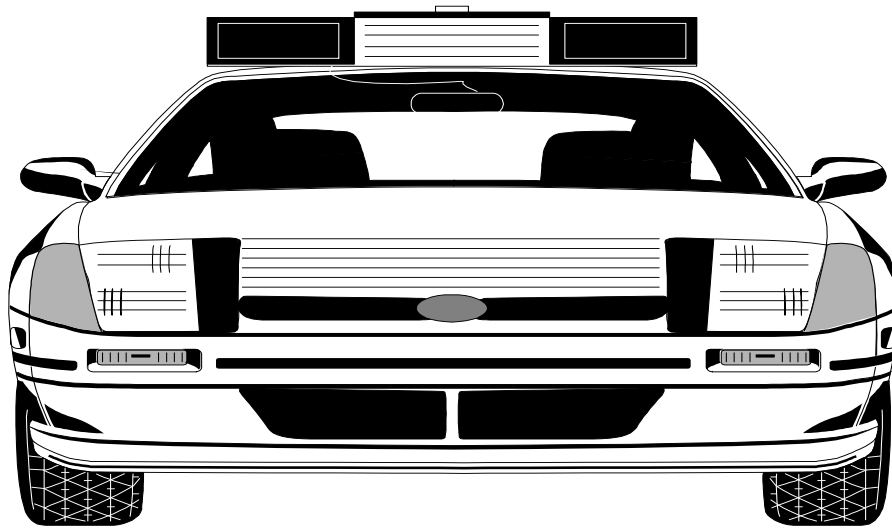
In 2012, 49 children died because they were left inside a car that got too hot.



In the United States, 50 children are run over by vehicles backing up every week. Never play around cars (in driveways, parking lots, or the street). Many times, drivers can't see little kids.

Unit II

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 get a ticket.



Babies must ride in a child safety seat.



Even little kids must ride in a car seat until they are four years old and weigh 40 pounds.



Little kids who weigh more than 40 pounds need to 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 4 feet 9 inches tall, 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.

Unit II

About Driving on the Right Side of the Road

This publication is a part of the Driving on the Right Side of the Road (DRSR) program, developed by the Law-Related Education Department of the State Bar of Texas, Law Focused Education, Inc., and the Texas Municipal Courts Education Center with funding from the Texas Court of Criminal Appeals and the Texas Department of Transportation. These organizations are very concerned about traffic safety in Texas communities. Motor vehicle crashes are the leading cause of death for 15-20 year olds. Younger children are often hurt if they do not sit in a booster seat, wear their safety belt, do not obey traffic signals, or fail to wear protective equipment when bicycling or rollerblading. The purpose of the DRSR program is to offer a preventive educational program to encourage responsible decision-making when it comes to obeying traffic laws and to following safe practices.

The DRSR program has created a series of lessons for social studies classes at the elementary and secondary levels on citizenship education and traffic safety. The program is aligned with the TEKS (Texas Essential Knowledge and Skills), which all students are tested on in Texas public schools.

The lessons use interactive strategies and computer based learning to teach traffic safety while studying city, state, and national government, the three branches of government, and the responsibilities of citizenship. Elementary lessons also use traffic safety content to teach language arts and math skills.

Information sheets provide teachers with background information about traffic laws and municipal court. It is recommended that teachers contact local municipal judges, court support personnel, and city prosecutors and ask them to serve as resource persons in the classroom. Resource persons can bring the lessons alive by providing real life or hypothetical examples, accurate descriptions of what the law requires, and serve as positive role models for students.

We thank you for using these materials in your classrooms.

For More Information:

www.drsrcr.info

www.texaslre.org

www.tmcec.com

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

