

Keeping Children
Safe Outdoors
A Child Pedestrian Safety Resource

Creative Activity Ideas for
Early Childhood Educators

Be Aware. Be There.

This resource is the property of:

This resource was written in collaboration with the following:

Ontario Early Years Centre: Erie-Lincoln Riding

Ontario Early Years Centre: Niagara Centre Riding

Ontario Early Years Centre: Niagara Falls Riding

Ontario Early Years Centre: St. Catharines Riding

Niagara Region Public Health Department

Introduction

Every year in Canada many children under the age of nine are injured, even killed, when playing outdoors. The first step in preventing such tragedies is to help children learn how to be safe and remind young children about the importance of staying close to a grown-up when outside.

This resource is full of fun and interactive activities to help young children learn about their outdoor community and how to be safe. Each activity has a pedestrian-themed focus and emphasizes different aspects of safe street-crossing behaviour. The key message promoted to families throughout this resource is to “Stop Look Listen Together”.

Engaging young children in these activities will help them learn how to be safe near or on the road and promote early literacy, math skills, dramatic play, and creativity, as well as early recognition of numbers, shapes, and colours.

Thank you for taking the time to promote child pedestrian safety to young children and their families. By using these activity ideas with the young children in your life, you will help them develop safety skills to last a lifetime.

Crafts

The craft ideas in this section were created to help children identify and recognize familiar items found in their outdoor environment, as well as associate meaning with these items. Children will also develop their fine motor control, creativity, and early recognition of letters, words, shapes, and colours.

Finger Play and Poems

These interactive poems will help children identify what actions are expected of them upon encountering various traffic signs or community helpers when crossing the street. Children will also learn to mimic actions, and to develop fine motor control, rhythm, and rhyme skills.

Interactive Games and Activities

These fun interactive activities encourage children to develop their problem solving skills and demonstrate safe pedestrian behaviours. Some activities also facilitate the development of basic math and language skills.

Snacks

The suggested snacks can be pre-made for the child(ren) to enjoy or one could involve the child(ren) in the preparation process. The snacks are a creative way to help children identify items found in their community and create teachable moments regarding the meaning of such objects. Involving the child(ren) in the activity will assist in developing math and creative skills.

Songs

These interactive songs will help children identify what actions are expected of them upon encountering various traffic signs or community helpers when crossing the street. Children will also learn to mimic actions, and to develop fine motor control, rhythm, and rhyme skills.

Supplementary Information

This section includes pedestrian and traffic statistical information as well as a listing of additional resources that may be available to further augment pedestrian safety programming.

Appendices

The appendices can be photocopied to create templates for various crafts and activities described throughout this binder.

Section I: Crafts

Traffic Light *(Glue Project)*

Supplies:

Glue
Construction paper (each of black, red, yellow, and green)
Pencil
Scissors
Appendix A
Optional: Appendix B
Appendix C
Appendix D

Preparation:

1. Cut black construction paper into rectangles (half of paper – lengthwise or approx. 4.25" x 11.5")
2. Photocopy Appendix A (return original to binder)
3. Using copy of Appendix A as a template, trace circle onto red, yellow, and green construction paper
4. Either: a) pre-cut coloured circles, or
b) cut sheet into squares so that children can cut circle shapes

Activity:

1. If applicable, ask child to cut circle shapes, one each of red, yellow and green
2. Ask child to glue circles onto black rectangles in the order as seen on a traffic light.

VARIATIONS

Words:

- Photocopy desired quantity of Appendix B (return original to binder)
- Cut out rectangle words
- Ask child to paste the words “stop” “go” “wait” onto the appropriate traffic coloured circles

Word Scramble:

- Photocopy desired quantity of Appendix C (return original to binder)
- Cut out letter squares
- Parents/caregivers can ask child to identify and/or match letters to sample on display
- Ask the child to make the words “stop” “go” “wait” with available letters
- Ask the child to paste the individual letters in the correct order onto the appropriate traffic coloured circles

Poem:

- Photocopy desired quantity of Appendix D poem sheet (return original to binder)
*Red on top and green below,
Red says “Stop” and green says “Go!”
Yellow says, “Wait, even if you’re late.”*
- Cut poem into rectangular pieces
- Ask the child to glue poem onto bottom or back of traffic light

Traffic Light *(Colour Project)*

Supplies:

Appendix E

Crayons, markers, or paint and paint supplies

Optional: Appendix D

Preparation:

1. Photocopy desired quantities of Appendix E and D (return originals to binder)
2. Cut page in half so that there is one traffic light per page

Activity:

1. Ask the child to colour circles on the picture as seen on a traffic light
2. Ask the child to colour outside of circles a different colour than the lights

VARIATIONS**Poem:**

- Photocopy desired quantity of Appendix D poem sheet (return original to binder)
*Red on top and green below,
Red says "Stop" and green says "Go!"
Yellow says, "Wait, even if you're late."*
- Cut poem into rectangular pieces
- Ask the child to glue poem onto bottom or back of traffic light

Traffic Light *(Sponge Paint Project)*

Supplies:

Black construction paper
Paint (red, green, yellow)
3 plates or bowls
3 sponges
Smocks

Preparation:

1. Cut black construction paper into rectangles (approx. half of page lengthwise or 4.25" x 11.5")
2. Cut sponges into circles with 3.0" diameter
3. Pour each colour of paint into separate plates/bowls

Activity:

Ask children to dip round sponge into paint and then onto black rectangle, placing the colours in order as seen on a traffic light.

VARIATIONS**Poem:**

- Photocopy desired quantity of Appendix D poem sheet (return original to binder)
*Red on top and green below,
Red says "Stop" and green says "Go!"
Yellow says, "Wait, even if you're late."*
- Cut poem into rectangular pieces
- Ask the child to glue poem onto bottom or back of traffic light

Traffic Light *(Finger Paint Project)*

Supplies:

Pencil/marker

White finger paint easel paper

Paint (each of red, green, and yellow colour)

3 paint containers

Smocks

Preparation:

1. Cut easel paper into large rectangles
2. Draw/trace 3 large circles onto rectangle to resemble traffic light
3. Pour each colour of paint into separate containers

Activity:

Ask the child to finger paint the circles, placing the colours in order as seen on a traffic light

Traffic Light (3D project)

Supplies:

Glue	Pencil
Construction paper (each of black, red, yellow, and green colour)	Empty milk or juice carton
Markers	Scissors
Hole punch	Fun foam
Appendix A	Thread

Preparation:

1. Cut black construction paper into rectangles (half of paper – lengthwise or approx. 4.25" x 11.5")
2. Photocopy Appendix A (return original to binder)
3. Using copy of Appendix A as a template, trace circle onto red, yellow, and green construction paper
4. Cut out circles
5. Cut off top of milk/juice carton
6. Punch holes into two opposite sides at top of carton

Activity:

1. Ask child to either glue black rectangle onto one or all sides of carton
2. Ask child to glue circles onto each black rectangle in the order as seen on a traffic light
3. Ask child to decorate any remaining sides of the carton with fun foam and/or markers
4. Help child to thread string through holes and tie together

VARIATIONS

Words:

- Photocopy desired quantity of Appendix B (return original to binder)
- Cut out rectangle words
- Ask child to paste the words “stop” “go” “wait” onto the appropriate traffic coloured circles

Word Scramble:

- Photocopy desired quantity of Appendix C (return original to binder)
- Cut out letter squares
- Parents/caregivers can ask child to identify and/or match letters to sample on display
- Ask the child to make the words “stop” “go” “wait” with available letters
- Ask the child to paste the individual letters in the correct order onto the appropriate traffic coloured circles

Poem:

- Photocopy desired quantity of Appendix D poem sheet (return original to binder)
*Red on top and green below,
Red says “Stop” and green says “Go!”
Yellow says, “Wait, even if you’re late.”*
- Cut poem into rectangular pieces
- Ask the child to glue poem onto bottom or back of traffic light

Sign:

- Instead of the hole punch and thread, use an empty gift wrap tube and place in carton as a post
- Secure with tape

Safety Vest

Supplies:

Large grocery size paper bag
Paint
Paint brushes
Paint dishes/containers
Reflective tape or silver coloured tape (e.g., duct tape)
Scissors
Smocks

Preparation:

1. Cut arm holes into brown paper bags
2. Cut out a hole in the top large enough for a head to fit through with a “V” shaped neck
3. Cut reflective/silver tape into approximate 18” strips
4. Pour paint into dishes/containers

Activity:

1. Ask the child to decorate and paint the vest
2. Help child to glue or stick on reflective/silver tape in the shape of a “X” across the front, continuing onto back

Crossing Guard Puppet

Supplies:

Small brown paper bag (e.g., lunch bag)
Markers and/or fun foam
Reflective or silver tape (e.g., duct tape)
Glue (if needed)
Scissors

Preparation:

Cut reflective/silver tape into 8" strips

Activity:

1. Keep paper bag closed and bottom folded
2. Turn bag upside down, folded portion at top and facing child
3. Ask child to draw or glue eyes and nose on folded section
4. Ask child to draw or glue a mouth on the folded piece of paper as well as on the paper immediately beneath the fold
5. Ask the child to decorate bottom and back of paper bag using available material
6. Help the child to glue or stick reflective/silver tape to form an "X" under mouth (on puppet's shirt)

Stop Sign *(Glue Project)*

Supplies:

Red construction paper
Appendix F
Appendix G
Pencil
Scissors
Glue
4 small dishes
Popsicle sticks OR straws OR strip of construction paper

Preparation:

1. Photocopy Appendix F once and Appendix G the desired number of copies (return originals to binder)
2. Cut out copied version of Appendix F (octagon)
3. Trace octagon onto red construction paper
4. Cut out traced octagon shapes
5. Cut out letter squares from Appendix G
6. Place letters into separate dishes (one letter per dish)

Activity:

1. Encourage child to identify each letter
2. Help the child to place letters in correct order to spell "STOP"
3. Ask child to glue letters onto red paper
4. Ask the child to turn sign over
5. Ask the child to glue popsicle stick OR straw OR strip of construction paper to bottom of paper to make handle

Stop Sign *(Finger Painting Project)*

Supplies:

Easel paper

Red paint

Shallow paint container

Black construction paper

Large die cut letters S, T, O, P *OR* use copy of Appendix G (return original to binder)

Smocks

Preparation:

1. Cut finger paint easel paper into octagon shape (i.e., stop sign shape)
2. Cut construction paper into wide rectangle strips
3. Pour paint into container

Activity:

1. Ask children to finger paint the stop sign red
2. Encourage older children to spell the word “STOP” on their stop sign. Ask the child to use a finger to write the word “STOP”. By rubbing the word onto the paint, the paint will be pushed aside and leave the word behind.
3. Encourage young children to stick letters onto paint so that it spells “STOP”
4. Ask the child to glue/stick one black paper strip to the bottom to make handle for stop sign

VARIATION

Provide different shapes and colours to construct different traffic signs.

Stop Sign *(Glue Project 2)*

Supplies:

Construction paper (red)
Appendix F
Pencil
Scissors
Glue
Black marker
Popsicle sticks OR straws
Dried noodles or white beans

Preparation:

1. Photocopy Appendix F – octagon (return original to binder)
2. Cut out copied version of Appendix F (octagon)
3. Trace octagon onto red construction paper
4. Cut out traced octagon shape(s)
5. Write in large letters with thick black marker the word “STOP” in middle of octagon(s)

Activity:

1. Ask the child to glue dried noodles/beans over letters
2. Ask the child to glue popsicle stick/straw to bottom for handle

Threaded Stop Sign

Supplies:

Construction paper (red)

Appendix F

Pencil

Scissors

Black marker or white crayon

Masking tape

Yarn

Laminator

Hole punch

Preparation:

1. Photocopy Appendix F – octagon (return original to binder)
2. Cut out copied version of Appendix F (octagon)
3. Trace octagon(s) onto red construction paper
4. Cut out traced octagon shape(s)
5. Write in large letters with thick black marker or white crayon the word “STOP” in middle of octagon(s)
6. Laminate octagon(s)
7. Trim excess plastic lamination
8. Hole punch circles around the entire outer edge of each octagon approximately 1 cm in from the edge and a few centimetres apart
9. Cut yarn into long pieces, enough to thread throughout octagon(s)
10. Tape one end of the yarn to the top of octagon(s)
11. Tape the tip at the other end of yarn to prevent fraying and to help children’s ability to sew

Activity:

Ask the child to thread the yarn around the “STOP Sign”, in and out of the holes

Pedestrian Crossing Signal *(Painting Project)*

Supplies:

Appendix H

Die press

Sponges

Black construction paper

Orange paint

White paint

2 shallow dishes

Smocks

Preparation:

1. Photocopy Appendix H to use as a template (return original to binder)
2. Die press sponges into hand and person images found in Appendix H
3. Cut black construction paper in half width-wise to form small rectangle
4. Place paint in separate dishes

Activity:

1. Ask child to dip 'hand shaped' sponge into orange paint and then press onto the top of rectangle
2. Ask child to dip 'person shaped' sponge into white paint and then press onto the bottom of rectangle
3. Discuss with child what the images mean when seen at a street intersection

Pedestrian Crossing Signal *(Colouring Project)*

Supplies:

Appendix H
Crayons and/or markers

Preparation:

1. Photocopy desired quantities of Appendix H (return original to binder)
2. Cut paper so that there is only one pedestrian signal image per page

Activity:

Ask the child to colour the picture

- Suggest to the child that the hand could be orange as seen in their neighbourhood
- Suggest to the child to colour the area around the person (leaving the person white)

My Neighbourhood *(matching and glue project)*

Supplies:

Appendix I
Construction paper (multiple colours, including red)
Scissors
Glue
Shallow dishes

Preparation:

1. Photocopy Appendix I the desired number of copies plus one additional (return original to binder)
2. Using the additional photocopy, cut out all of the shapes found in the image (Please note: the road can be two long rectangles that are later glued intersecting on top of each other.)
3. Trace the shapes cut from Appendix I copy onto various colours of paper, ensure that the stop sign is on red construction paper, the sun is on yellow paper, and the road is on black or grey paper
4. Cut out shapes and place into separate dishes

Activity:

1. Ask child to match shapes to those found on paper
2. Ask the child to glue the shapes onto their proper place

Walking with Mommy Puzzle *(cut and paste project)*

Supplies:

Appendix J
Safety scissors
Glue
Construction paper (any colours)
Markers and/or crayons

Preparation:

Photocopy Appendix J the desired number of copies (return original to binder)

OPTION A – Final product when fully assembled is a complete and fixed picture

Activity:

1. Colour puzzle picture
2. Help the child cut solid thick lines to turn picture into puzzle pieces
3. Put together the puzzle on top of construction paper
4. Glue puzzle pieces into place

OPTION B – Final product remains a puzzle in pieces so that child can continuously take apart pieces and put back together again

Activity:

1. Colour puzzle picture
2. Glue onto construction paper
3. Help the child cut solid thick lines to turn picture into puzzle pieces

Section 2:
**Finger Play
and
Poems**

Red on Top

Red on top and green below,
Red says, “Stop.” and green says “Go!”
Yellow says, “Wait, even if you’re late.”

Crossing Streets

(Optional melody: “I Have a Little Pony”)

(walk on the spot)
At the curb before I cross
I stop my running feet *(stop and point to feet)*
And look both ways to left and right
(look left and right)
Before I cross the street

For cars running quietly
Might come as a surprise
I don’t just listen with my ears *(point to ears)*
But look with both my eyes *(point to eyes)*

Traffic Light Chant

Red light, red light, what do you say?
I say, “Stop and stop right away!”
(hold palms of both hands up)
Yellow light, yellow light, what do you say?
I say, “Wait for the green light today.”
(hold one palm of one hand up)
Green light, green light, what do you say?
I say, “Go, but look both ways.”
(circle arm in forward motion and head to the right and left)
Thank you, thank you, red, yellow, green
Now I know what the traffic lights mean

The Crossing Guard

The crossing guards keep us safe
As they work from day to day
They hold their stop sign in the air
(hold palm of hand up)
For traffic to obey

And when the cars have completely stopped
And it’s safe as safe can be
They signal us to walk across
(use hands to gesture to come here)
The street so carefully

Stop, Look, and Listen

Stop, look, and listen
Before you cross the street
First use your eyes
Then use your feet!

Pedestrian Signals Chant

Orange hand, orange hand,
What do you say?
I say, “Stop and stop right away.”

Walking man, walking man,
What do you say?
I say, “Go, but look both ways.”

Section 3:
**Interactive Games
and
Activities**

Red Light – Green Light (Stop and Go)

Objective:

To follow the ‘stop and go’ rules and cross the finish line first

Supplies:

Cones/pylons, chalk, or stop sign

Set Up:

1. Use cones, chalk, or stop sign to mark start and finish lines
2. Explain rules:

When the leader says “Green Light” the children can walk towards the leader and the finish line. The leader’s back will face the children during ‘green light’. When the leader says, “Red Light” everyone has to stop and freeze in place. The leader will immediately turn around and see if anyone is moving.

Anyone caught moving has to take three steps backwards. These steps are repeated until someone crosses the finish line and ends the game.

3. For younger children, use the words “stop” and “go”

Activity:

1. Have all children stand side by side at the starting line
2. The leader stands at the finish line with their back facing the children
3. The leader begins by saying “Green Light” and continues the activity until a child crosses the finish line and ends the game

OPTIONS:

1. Leader can continue to be the “Green Light” and “Red Light” caller OR whoever crosses the line can take over that role and become the leader
2. Leader faces the children and uses a “STOP Sign” to signal to children when they can walk and stop
(See Section One: Crafts, page 9)

Safety Sign Scavenger Hunt *(outdoors)*

(Adult supervision required for outdoor activity.)

Objective:

To teach children about community signs and rules

Supplies:

Traffic safety signs

Computer or paper and pen

Set Up:

Create a scavenger hunt list, one copy for each parent/caregiver, listing items most likely to be found in the community (e.g., different traffic signs, traffic lights, pedestrian signals)

Activity:

1. Ask parents/caregivers to prepare their children to go outside
2. Tell the children that everyone will be going on a walk through the neighbourhood
3. Show the traffic safety signs and discuss their meaning
4. Discuss how some have words while others have pictures or colours to communicate meaning
5. Ask children to look for these signs while out for a walk and to tell their parent/caregiver if they see any signs
6. Provide each parent/caregiver with a scavenger hunt list
7. Take a walk through the neighbourhood
8. Parents/caregivers can check off any found signs on their list
9. After the walk, review the items checked off on the scavenger hunt list:
 - Ask the children to point to any of the traffic safety signs around the room that they found on their walk
 - Ask the children what they should do if they see such a sign the next time they're outside

OPTIONAL:

- Teach a safety song to sing while on the scavenger hunt
- Practice crossing the street, following the rules of the road, and to stop, look, and listen

Safety Scavenger Hunt *(indoors)*

Objective:

To teach children about community signs and rules

Supplies:

Traffic safety signs

Computer or paper and pen

Set Up:

1. Set up traffic signs, lights and signals all over the room/building
2. Create a scavenger hunt list (one copy for each parent/caregiver listing items most likely to be found in the community (e.g., different traffic signs, traffic lights, pedestrian signals))

Activity:

1. Show the traffic safety signs and discuss their meaning
2. Discuss how some have words while others have pictures or colours to communicate meaning
3. Ask children to look for these signs around the room/building and to tell their parent/caregiver if they see any signs
4. Provide each parent/caregiver with a scavenger hunt list
5. Explore the room/building
6. Parents/caregivers can check off any found signs on their list
7. After exploring, review the items checked off on the scavenger hunt list:
 - Ask the children to point to any of the traffic safety signs around the room that they found on their walk
 - Ask the children what they should do if they see such a sign the next time they're outside

OPTIONAL:

Teach a safety song before or after the scavenger hunt to help children remember the name and meaning of one or more signs

I Spy (indoors or outdoors)

(Adult supervision required for outdoor activity.)

Objective:

To help children identify signs, lights, signals, and other object found in their community

Supplies:

Needed for indoors only (sample traffic signs, lights, signals)

Set Up:

Indoor – Display traffic signs, lights, signals around room/building

Outdoor – Prepare children for going outside

Activity:

- Indoor – either a) walk around room/building and have parent/caregiver conduct game individually with child, or b) in circle time, have children take turns guessing
- Outdoor – walk around neighbourhood, each parent/caregiver conducts game with their child
- Adult to recite to child the “I SPY” verse completing with suggestions below:

“I spy with my little eye, something that is...”

Suggested Completion	Possible Answer
<i>red</i>	stop sign red traffic light danger sign
<i>yellow</i>	yellow traffic light school crossing sign railroad warning sign
<i>green</i>	green traffic light
<i>white</i>	white pedestrian signal man danger sign
<i>always changing colours</i>	traffic light (red, yellow, green) pedestrian signal (orange and white)
<i>moving</i>	car, van, truck, bicycle
<i>stopped</i>	car, van, truck, bicycle

- After the child gives the right answer, praise the child and discuss what the significance of that object is in terms of pedestrian safety

Role Play

Objective:

To provide the opportunity for children to practice crossing the street safely

Supplies:

Masking or painters tape

Traffic safety signs

Set Up:

1. Place tape on the floor to resemble a street with a crosswalk/intersection
2. Place street signs at appropriate places along your street

Activity:

1. Have children role-play different safety rules crossing the street (some children can also pretend to be cars driving down the street while others are pedestrians crossing the street)
2. Practice “Stop Look Listen”

Sidewalk Safe (*Outdoor*)

(Adult supervision required for outdoor activity.)

Objective:

To teach children how to be safe on the sidewalk

Supplies:

Various sidewalk chalk colours

Preparation:

1. Between starting point and stop sign, pedestrian signal or traffic light, draw a line down the middle of the sidewalk
Optional – create footprint portion of activity below in advance
2. Prepare children for going outside

Activity:

1. Discuss the following safety rules for walking outside:
 - Holding hands
 - Walking on the “inside” of the sidewalk
 - Knowing what to do when we see a sign/signal/light
2. Ask child to select a coloured chalk (share/take turns for large groups)
3. Space children along sidewalk leading up to either a stop sign, pedestrian signal or traffic light
4. Children to stand on side of chalk line closest to the grass (adults to stand on the side closest to the road)
5. Ask child to trace his/her feet one at a time (to create illusion of footprints walking to sign/signal/light)
6. When footprints are completed, ask child to hold adults hand and follow footprints (walk, hop, dance, skip) to the end
7. Ask the child what the sign/signal/light is and what it means

See *Section Five: Songs* for songs that can be sung along with this activity.

Sidewalk Stencils *(Indoor)*

Supplies:

Paint (various colours)
Paint brushes
Shallow dishes
Rubber boots or sponges
Easel paper or unused newsprint roll from local newspaper
Smocks

Preparation:

1. Unroll paper to create sidewalks and intersections
2. Draw a line down the middle of the sidewalk
3. If using sponges, cut into the shape of footprints
4. Pour small amount of paint into dishes

Optional – create footprint portion of activity below in advance

Activity:

- Kids can do the following on the ‘inside’ of the sidewalk:
 - trace their feet; and/or
 - place rubber boots on hands and dip in paint, walk with hands on paper to create footprints; and/or
 - dip footprint sponges into paint and stamp onto paper
- Discuss the following safety rules for walking outside:
 - Holding hands
 - Walking on the “inside” of the sidewalk
 - Knowing what to do when we see a sign/signal/light
- When footprints are completed, ask the child to hold an adult’s hand and follow footprints (walk, run, hop, dance, skip) to the end
- Ask the child what the sign/signal/light is and what it means

See *Section Five: Songs* for songs that can be sung along with this activity.

Hand Holding 101

Objective:

To encourage young children to hold hands for long periods of time and have fun doing so

Supplies:

NONE

Set Up:

NONE

Activity:

1. Adult to hold hands with child
2. Play different hand holding games throughout your walk or just practice indoors. For example:

SQUEEZE COUNTING:

Ask the child to count with you the number of times you squeeze their hand, alternating different numbers.

You can also take turns, alternating between the child squeezing your hand and you squeezing their hand.

You could vary this a little further by asking the child to squeeze your hand the same number of times that you squeezed the child's hand and vice versa.

SQUEEZE SPEED:

Ask the child to identify if you are squeezing their hand in either a fast or slow speed.

PATTERN SQUEEZING:

Squeeze the child's hand in a rhythmic pattern, for example three fast and three short followed by two slow and two long. Ask the child to repeat the squeezing pattern into your hand. Change the pattern after each successful copy.

Activity Cards

Objective:

- To help children identify key safety signs, lights and signals found in their community
- To help children to recognize safe and dangerous situations

Supplies:

EB Monkey Activity Cards

Set Up:

NONE

Activities:

With each activity listed below, begin the game by discussing with the child what the image on each card means.

MATCHING

- Ask children to take turns matching identical cards (point out colours, numbers, pictures to help them match)
- Use no more than 3-5 cards for children less than 18 months, with only 1 or 2 matches (increase the number of cards as the child's age increases)

MEMORY GAME

- Turn all the cards face down
- Ask a child to turn over two cards
 - should the cards match, the child may keep them and turn over another two,
 - if they do not match, the cards are turned back to the face down position and the next child/adult picks two cards to turn over
- Continue until all cards are matched

SCAVENGER HUNT

- Randomly distribute cards to the child(ren) ensuring that each child receives no matching cards
- Ask the child(ren) to find the objects found on their card in their neighbourhood (outdoors accompanied by an adult) or in the classroom

SPEED MATCH

- Divide the cards into equal size piles, one each per child
- Place the piles face down in front of each child
- Ask the children to turn over the cards one at a time
- If any cards match, they yell out "MATCH"

CRAZY MONKEY

(similar to the game Crazy 8s)

Objective:

To be the first player to have no cards left in their hand

Dealing:

1. Shuffle deck of cards
2. Deal 7 cards to each player
3. Place next card face up in the middle of all players
4. Place remaining cards face down
5. The player to the left of the dealer goes first followed by the person on their left, continuing clockwise

How to Play:

- The first player has to match the card in the face up pile either by number, picture, or suit (stop signs, traffic lights, orange hands, walking man)

For example:
If the last face up card is a red stop sign # 7, the player must put down either:

 - a) a different red stop sign card; OR
 - b) any suit card that is the # 7; OR
 - c) a rainbow 'Change' card
- If the player doesn't have anything to match, the player must pick a card up from the face down pile. If the player can play what is picked up, then they can put that card on the face up pile. Otherwise play moves to the next person.
- When a player plays a picture card, special rules apply:
 - a) "Pick up 2 cards." means that the next player has to pick up two cards and then play a card
 - b) "Miss a turn." means that the next player does not put down a card and it is the player to their left that plays next
 - c) Rainbow 'Change' cards can be played at any time and the player putting it on the face up pile can choose to change to a different suit/colour
- When a player has only one card left in their hand, they must say "Last Card". If another player notices that they did not say "Last Card" then they have to pick up two cards from the face down pile.
- Once a player has no cards left, the game is over and that player is the winner

Traffic Light Board Game

Objective:

Be the first of four players to place each colour on your traffic light

Supplies:

- 4 individual, laminated traffic light boards (can use copy of Appendix E)
- 1 circle shaped spinner with 3 divisions-red, yellow, green
- 4 red circles, 4 yellow circles, 4 green circles to fit the stop light

Set Up:

1. Have children sit in a circle
2. Each child receives a traffic light game board
3. Place coloured circles in the middle of children
4. Place spinner in the middle of children

Activity:

1. Ask children to take turns spinning
 - If the spinner stops on red, the child will place a red circle in the proper space on their light
 - If the spinner stops on green, the child will place the circle in the proper space on their light
 - If the spinner stops on yellow, the child will place the circle in the proper space on their light
2. Children will need to wait for their next spin to put a circle in its place, if they duplicate the colours

VARIATIONS:

- Label the colour circles “RED”, “YELLOW”, and “GREEN”
- Label the colour circles “STOP”, “GO”, and “WAIT” on the appropriate colours
- Add an Intersection Pedestrian Signal to the traffic light, and appropriate components to the spinning wheel and circles.
- Poem: Copy the following poem on the board game or use Appendix D
*Red on top and green below,
Red says, “Stop” and green says “Go!”
Yellow says, “Wait, even if you’re late.”*

Section 4: Snacks

Snacks are fun to make together with any child. Many children love to help get the ingredients, measure ingredients, add ingredients, mix ingredients together, and assemble snacks.

A great first start is to make sure all hands are well washed with soap and water.

Before preparing any snacks, please use discretion regarding age appropriateness of the foods and utensils, choking hazards, and confirmed known food allergies. Please do not follow the recipe if you feel it is not appropriate for the child's age.

Traffic Light Treat

Ingredients:

Red food (e.g., pepperoni, red pepper, tomato, cherry, blood orange, strawberry)

Yellow food (e.g., cheese, yellow pepper, mango, star fruit)

Green food (e.g., cucumber, green pepper, kiwi, spinach/)

OPTIONAL: light cream cheese, whole grain round crackers

Utensils and Supplies:

Napkin or piece of construction paper

Knife

Preparation:

1. Wash all fruits and vegetables
2. Slice or cut fruits and vegetables (Please ensure that the fruit/vegetables are cut in such a manner as not to pose a choking hazard)

Snack Activity:

1. Place napkin/paper in front of child
OPTIONAL: give child three crackers, spread with light cream cheese and place in line on napkin/paper
2. Provide child with red food item and ask them to place it on the top of paper/napkin/cracker
3. Provide child with green food item and ask them to place it on the bottom of paper/napkin/cracker
4. Provide child with yellow food item and ask them to place it on the middle of paper/napkin/cracker
7. Eat and enjoy

Traffic Light Cheesy Treat

Ingredients:

Whole grain round crackers

Light cream cheese

Food colouring (one each of red, yellow, green)

Utensils and Supplies:

Plastic knife

Fork or spoon

3 small bowls

Serving plate(s) or napkin(s)

Preparation

none

Snack Activity:

1. Cut a small portion of cream cheese place in each bowl
2. Add food colouring to the bowl (one colour per bowl)
3. Ask child to mix in food colouring with fork or spoon, adding more colour as needed to obtain desired colour
4. Spread coloured cream cheese onto crackers
5. Ask child to place covered crackers onto plate/napkin so that it resembles a traffic light

Snacks are fun to make together with any child. Many children love to help get the ingredients, measure ingredients, add ingredients, mix ingredients together, and assemble snacks.

A great first start is to make sure all hands are well washed with soap and water.

Before preparing any snacks, please use discretion regarding age appropriateness of the foods and utensils, choking hazards, and confirmed known food allergies. Please do not follow the recipe if you feel it is not appropriate for the child's age.

Traffic Light Fruit Kabobs

Ingredients:

Red fruit

(e.g., strawberries, pitted cherries, blood oranges, raspberries, watermelon)

Yellow fruit

(e.g., bananas, star fruit, pineapple)

Green fruit

(e.g., green grapes – peeled & quartered for young children, kiwi, honeydew melon)

Utensils and Supplies:

Toothpicks (may be a choking hazard for children under the age of four; use napkin as alternate)

3 small bowls

Preparation:

1. Wash fruit
2. Peel and/or cut fruit into appropriate sized pieces

Snack Activity:

1. Divide fruit into bowls (one colour of fruit per bowl)
2. Provide child with toothpicks/napkin
3. Ask child to:
 - a) put fruit on toothpicks in the order of traffic light colours (green first on bottom and work up to red on top); OR
 - b) arrange fruit on napkin in order as seen on a traffic light
4. Encourage child to make many at once and then eat or make one at a time and eat immediately after...let the child direct the activity.

Celery Lights and Cars

Ingredients:

Celery

Light cream cheese

Red peppers

Green pepper

Yellow peppers

Utensil and Supplies:

Cutting board

Sharp knife

Plastic knife or spoon

Toothpicks (choking hazard for children under the age of four)

Preparation:

1. Wash vegetables
2. Cut celery into quarters

Optional – peel outer layer of celery to remove 'stringy' portion
3. Coarsely chop peppers, keeping colours separate

Snack Activity:

1. Ask child to spread cream cheese into celery stick groove until filled
2. For half of the celery pieces, ask the child to place a piece of each colour pepper onto cream cheese to resemble a traffic light
3. For older children, use the remaining half of the celery pieces and push a tooth pick across and through each end and ask the child to put a piece of pepper onto each four tips of the toothpicks sticking out to resemble car wheels

Snacks are fun to make together with any child. Many children love to help get the ingredients, measure ingredients, add ingredients, mix ingredients together, and assemble snacks.

A great first start is to make sure all hands are well washed with soap and water.

Before preparing any snacks, please use discretion regarding age appropriateness of the foods and utensils, choking hazards, and confirmed known food allergies. Please do not follow the recipe if you feel it is not appropriate for the child's age.

Stuffed Traffic Lights

Ingredients:

1/2 cup light cream cheese
 6 Roma tomatoes
 Vegetable oil
 2 tbsp skim milk
 1/2 cup low-fat grated cheddar cheese
 1/2 cup finely chopped red peppers
 1/2 cup finely chopped green peppers
 1/2 cup finely chopped yellow peppers
 OPTIONAL: 1 green onion (scallion), green stalk
 finely chopped

Utensils and Supplies:

1 medium sized bowl
 3 small bowls
 Plastic wrap
 Cutting board
 Small sharp or serrated knife
 Teaspoon
 Medium baking dish
 Rubber spatula
 Grater
 Strainer (colander)

Preparation:

1. Wash vegetables
2. Grate cheese if needed
3. Finely chop peppers, keeping colours separated
4. Preheat oven to 400°F

Snack Activity:

1. Place light cream cheese in medium bowl and cover with plastic wrap. Set aside until room temperature and soft.
2. Cut tomatoes in half lengthwise and use the teaspoon to scoop out seeds and pulp. Discard seeds and pulp.
3. Grease medium baking dish with vegetable oil
4. Place tomatoes onto dish, scooped side up
5. Remove plastic wrap from bowl of light cream cheese and add milk. Blend with spatula until mixture is combined and smooth.
6. Add cheddar cheese (optional: and green onion) to milk mixture until well mixed
7. Divide mixture equally into three small bowls
8. Add each of one colour of chopped peppers to each bowl, keeping a little bit of each colour aside to place on top later. That is red pepper in one bowl, yellow in the second, and green in the last.
9. Mix pepper and cheese mixture
10. Spoon the red pepper mixture into four (4) tomato halves, green pepper mixture into four (4) tomato halves, and the yellow mixture into remaining four (4) tomato halves
11. Top each tomato with the matching coloured pepper that was kept aside
12. Place into pre-heated oven and bake uncovered for 25-30 minutes or until bubbly
13. Let cool for 5 minutes
14. Remove tomato peel (should just slide off)
15. Serve on a plate, one of each colour so that it resembles a traffic light

Adapted from the following:

Kids' Cookbook: All recipes made by real kids in real kitchens.
 American Heart Association, Times Books, 1993. pp. 64-65.

Snacks are fun to make together with any child. Many children love to help get the ingredients, measure ingredients, add ingredients, mix ingredients together, and assemble snacks.

A great first start is to make sure all hands are well washed with soap and water.

Before preparing any snacks, please use discretion regarding age appropriateness of the foods and utensils, choking hazards, and confirmed known food allergies. Please do not follow the recipe if you feel it is not appropriate for the child's age.

Open Faced Walk Signal Sandwiches

Ingredients:

2 slices whole wheat or whole grain bread
Light cream cheese
Orange fruit jam or marmalade

Utensils and Supplies:

Plate
Knife
Hand shaped cookie cutter
Person shaped cookie cutter

Preparation:

NONE

Snack Activity:

1. Ask the child to press one cookie cutter into each slice of bread
2. Ask the child to spread the 'hand' shaped slice of bread with orange fruit jam or marmalade
3. Help the child to spread the 'person' shaped slice of bread with light cream cheese
4. Serve

Mini Stop Sign Pizzas

Ingredients:

Whole wheat pita bread
Pizza sauce
Mozzarella cheese
Optional toppings (e.g., pepperoni, red vegetables such as tomatoes, red pepper)

Utensils and Supplies:

Oven
Baking sheets
Spatula/spoon
Serving plate(s) or napkin(s)

Preparation:

1. Wash and cut vegetables
2. Cut mozzarella cheese into strips no more than 5cm wide

Snack Activity:

1. Place pita on baking sheet
2. Ask the child to spread with pizza sauce
OPTIONAL: ask the child to add red food toppings
3. Spell the word "STOP" with cheese on pita
4. Bake at 350°F (175°C) for 10 minutes or until cheese melts
5. Let cool
6. Slice and serve

Section 5: Songs

The Traffic Light

(Melody: The People on the Bus)

What do you do when the light turns red?
The light turns red? The light turns red?
What do you do when the light turns red?
Red means you stop.

What do you do when the light turns yellow?
The light turns yellow? The light turns yellow?
What do you do when the light turns yellow?
Yellow means you wait.

What do you do when the light turns green?
The light turns green? The light turns green?
What do you do when the light turns green?
Green means you go.

Safety

(Melody: It Ain't Gonna Rain)

I look to the left; I look to the right
I look to the left again
I will always look both ways
Before I cross the street

I look to the left; I look to the right
I look to the left again
I will always look and listen
Before I move my feet

Twinkle, Twinkle Traffic Light

(Melody: Twinkle, Twinkle Little Star)

Twinkle, twinkle, traffic light
Standing on the corner bright
When it's green it's time to go
When it's red it's stop you know
Twinkle, twinkle, traffic light
Standing on the corner bright

Do you know the Crossing Guard?

(Melody: The Muffin Man)

Oh, do you know the crossing guard,
the crossing guard, the crossing guard?
Oh, do you know the crossing guard
who helps you cross the street?

This Is the Way We Cross the Street

(Melody: Mulberry Bush)

This is the way we cross the street
Cross the street, cross the street
This is the way we cross the street
We stop, we look, we listen

We stand at the curb and look both ways
Look both ways, look both ways
We stand at the curb and look both ways
Before we leave the curb

If it's clear we cross the street
Cross the street, cross the street
If it's clear we cross the street
Holding an adult's hand

We Are Safe

(Melody: Mulberry Bush)

This is the way that we are safe
We are safe, we are safe
This is the way that we are safe
Every day of the year

This is the way we cross the street
Look left, then right, left then right
This is the way we cross the street
Look left then right for safety

I Have a Little Bicycle

(Melody: 'I Have a Little Pony' or 'I'm Going to Kentucky')

ACTION SONG

I have a little bicycle
I ride it to and fro
And when I see a big green light
I know it's time to go
(children pretend to pedal a bicycle at "go")

I have a little bicycle
I ride it to the shop
And when I see a big red light
I know it's time to stop
(children are still, stop pretending to pedal)

The Traffic Light

(Melody: The Wheels on the Bus)

The traffic light goes blink, blink, blink,
Blink, blink, blink,
Blink, blink, blink
You should stop and think, think, think,
Before you cross the street

The traffic light glows red, red, red
Red, red, red,
Red, red, red
This means stop and wait, wait, wait
Before you cross the street

The traffic light glows green, green, green
Green, green, green,
Green green, green
This means go so walk, walk, walk,
Walk across the street

I Cross Safely

(Melody: Are You Sleeping?)

I cross safely
I cross safely
Yes, I do
Yes, I do
I stop, look, and listen
I stop, look, and listen
And you should too
You should too

Pedestrian Light Song

(Melody: Twinkle, Twinkle, Little Star)

Orange hand says, "Stop, you know."
Walking man says, "Time to go."
When I reach a crossing place
To left and right I turn my face
I walk, not run, across the street
And use my head to guide my feet

Crossing Signal

(Melody: The Wheels on the Bus)

The bright orange hand says, Stop Stop Stop
Stop Stop Stop
Stop Stop Stop
The bright orange hand says, Stop Stop Stop
Until it's safe to go

The walking man says walk walk walk
Walk walk walk
Walk walk walk
The walking man says walk walk walk
After you look both ways

Streetsong[©]

(by The Smudge Fundaes[©])

(Available on CD: The Smudge Fundaes

“Head to Toe, Safe to Go”)

CHORUS

Look up and down and all around
Look left and right no cars in sight
Look here and there and everywhere
Before you move your feet

Look once, look twice, that’s our advice
Look front and back and stay on track
Look East and West and do your best
Before you cross the street

VERSE ONE

My dog Bill, he likes to walk
I walk him every day
Three times we go around the block
Old Bill he leads the way

CHORUS (a little faster)

VERSE TWO

I’m on my bike going to the store
The sun is shining bright
I’ve travelled this path many times before
There’s no traffic lights in sight

CHORUS

VERSE THREE

I like to ride my brand new scooter
Over to my best friend’s house
We like to play on her computer
Especially with the mouse

CHORUS

CHORUS (Faster)

CHORUS (Even Faster)

Section 6:
**Supplementary
Information**

Story Books for Children

ALPHABEEP: A Zipping, Zooming ABC
By: Deborah Pearson
Holiday House, Inc.
ISBN: 0-8243-1722-0

Bob the Builder: Traffic Trouble
HIT Entertainment
A Golden Books, Random House
ISBN: 0-375-82921-0

Blues Clues: Be Safe, Blue
By: Phoebe Beinstein
Simon Spotlight/Nick Jr.
ISBN: 0-689-86498-1

Caillou: People in My Neighbourhood
By: Isabelle Vadeboncouer and Fabien Savory
Chouette Publishing, Inc.
ISBN: 2-89450-501-9

EB Monkey Walks to School
By: Christina Bradley
Regional Municipality of Niagara
ISBN: 0-9780575-0-3

EB Monkey We Walk
By: Christina Bradley
Regional Municipality of Niagara
ISBN: 0-9780575-1-1

I Can Be Safe: A first look at safety
By: Pat Thomas
Barron's Education Series, Inc.
ISBN: 0-7641-2460-9

My Traffic Light Book: Red Means Stop
By: Eli A. Cantillon
GoBo - books to grow with (Sandvik Innovations)
ISBN: 1-932915-07-9

Street Safety Hints
By: G. Caviezel
Barron's Education Series, Inc.
ISBN: 0-7641-5840-6

Walk with Me
By: Christina Bradley
Regional Municipality of Niagara
ISBN: 0-9780575-2-X

Books for Educators, Parents, and Caregivers

KIDestrian
Regional Municipality of Niagara or Hamilton
Trauma Prevention Council Publication

Making it Happen – Pedestrian Safety – A guide for communities
Safe Kids Canada
www.safekidscanada.ca

The Safety Book for Active Kids – Teaching your child how to avoid everyday dangers
By: Linda Schwartz
The Learning Works, Inc
ISBN: 0-88160-270-1

Music

Smudge Fundaes – Head to Toe, Safe to Go
Audio CD
www.smudgefundaes.com

The Wiggles – Toot Toot
Video DVD
Hit Entertainment

Community Guest Speakers

Invite any of the following speakers to come and discuss pedestrian safety or share/participate in creative interactive activities.

Safety:

Crossing Guard

To invite a local crossing guard, please contact your local municipal transportation office.

Police Officer

To invite a bilingual police officer or member of community policing, please contact Community Services at the Niagara Regional Police Service.

School Bus Driver

To invite a school bus driver, please contact your local school bus agency and ask to speak with a representative from Education Services.

Creative Interactive Activities:

Community Food Advisor (CFA)

To invite a CFA to deliver **general** healthy eating and/or cooking presentations, please contact:

- Community Food Advisor Program
- Niagara Region Public Health Department
905-688-8248 ext. 7407
(Toll Free: 1-800-263-7248 ext. 7407)
- Leave message detailing date and time
- Provide at least three weeks notice
- Bilingual CFAs are available, but limited

Physical Activity Advisor (PAA)

To invite a PAA to deliver **general** healthy and safe physical activity ideas, please contact:

- Niagara Region Public Health Department
905-688-8248 ext. 7395
(Toll Free: 1-800-263-7248 ext. 7395)
- Leave message detailing date and time
- Provide at least three weeks notice
- Bilingual PAAs are available, but limited

Facts and Stats

- Unintentional injuries are the leading cause of death and injury for Canadian children
- Each year, more than 4,000 children in Canada are hit by motor vehicles while playing outdoors or walking to either school, to a friends, to a sporting activity, or to a neighbourhood store
- Every week in Canada, on average, 80 child pedestrians are involved in a collision with a motor vehicle
- 60 Canadian children die each year from being hit by a motor vehicle
- Pedestrian crashes continue to be the leading cause of death and injury among children 5-9 years old in Canada
- Most pedestrian and motor vehicle crashes occur during the times of 3 and 9 p.m.
- Most pedestrian and motor vehicle crashes occur during the months of September and January
- Children ages 0-9 are at most risk because:
 - of their inability to understand the risk of motor vehicles due to their lacking a sense of vulnerability;
 - their small size makes them less visible to drivers;
 - their judgement and perceptual skills are immature and they cannot determine if it is safe to cross based on vehicle speed as related to the road width;
 - peripheral vision is not fully developed;
 - they are often eager to demonstrate some independence and attempt to cross on their own
 - they are restless and impulsive;
 - when playing, they are unable to differentiate between playing and crossing the street safely, so they will most likely chase things (e.g., ball) that have rolled onto the road or run into the road in order to play on the other side

Taken from:

Making it Happen – Pedestrian Safety – A guide for communities
Safe Kids Canada, 2004

www.safekidscanada.ca

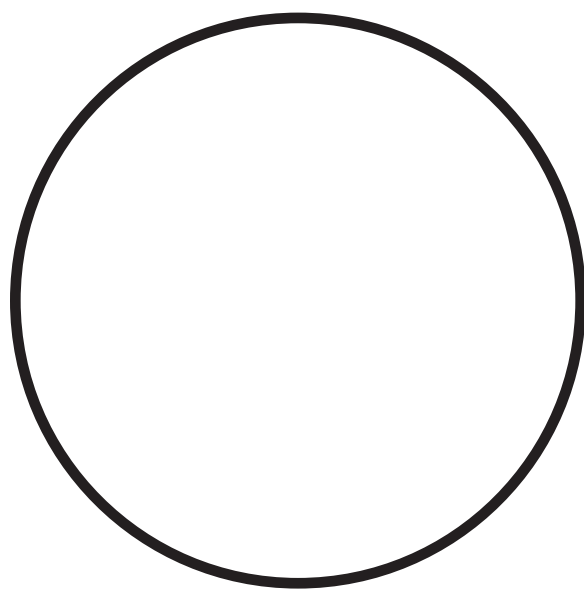
Section 7: Appendices

Appendix A

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 1 – Traffic Light (Glue Project)
- Page 5 – Traffic Light (3D Project)



Appendix B

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 1 – Traffic Light (Glue Project)
- Page 5 – Traffic Light (3D Project)

stop	go	wait	stop	go	wait
stop	go	wait	stop	go	wait
stop	go	wait	stop	go	wait
stop	go	wait	stop	go	wait
stop	go	wait	stop	go	wait

Appendix C

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 1 – Traffic Light (Glue Project)
- Page 5 – Traffic Light (3D Project)

Appendix D

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

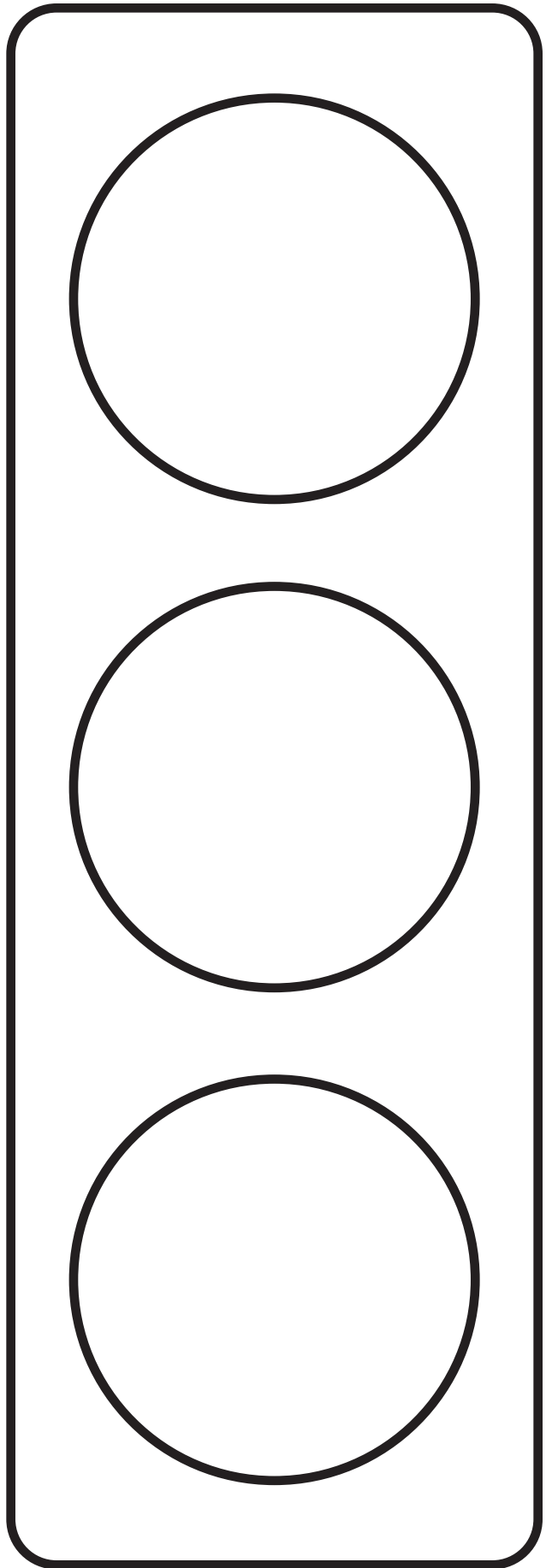
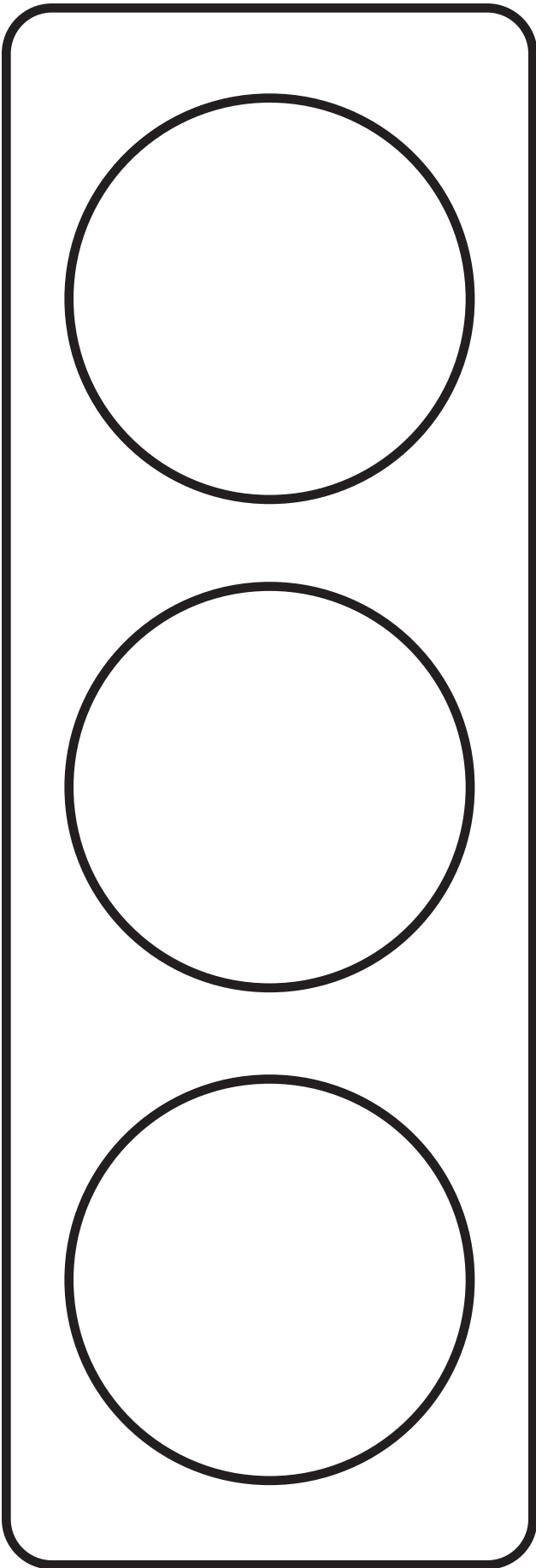
- Page 1 – Traffic Light (Glue Project)
- Page 2 – Traffic Light (Colour Project)
- Page 3 – Traffic Light (Sponge Paint Project)
- Page 5 – Traffic Light (3D Project)

Appendix E

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 2 – Traffic Light (Colour Project)



Appendix F

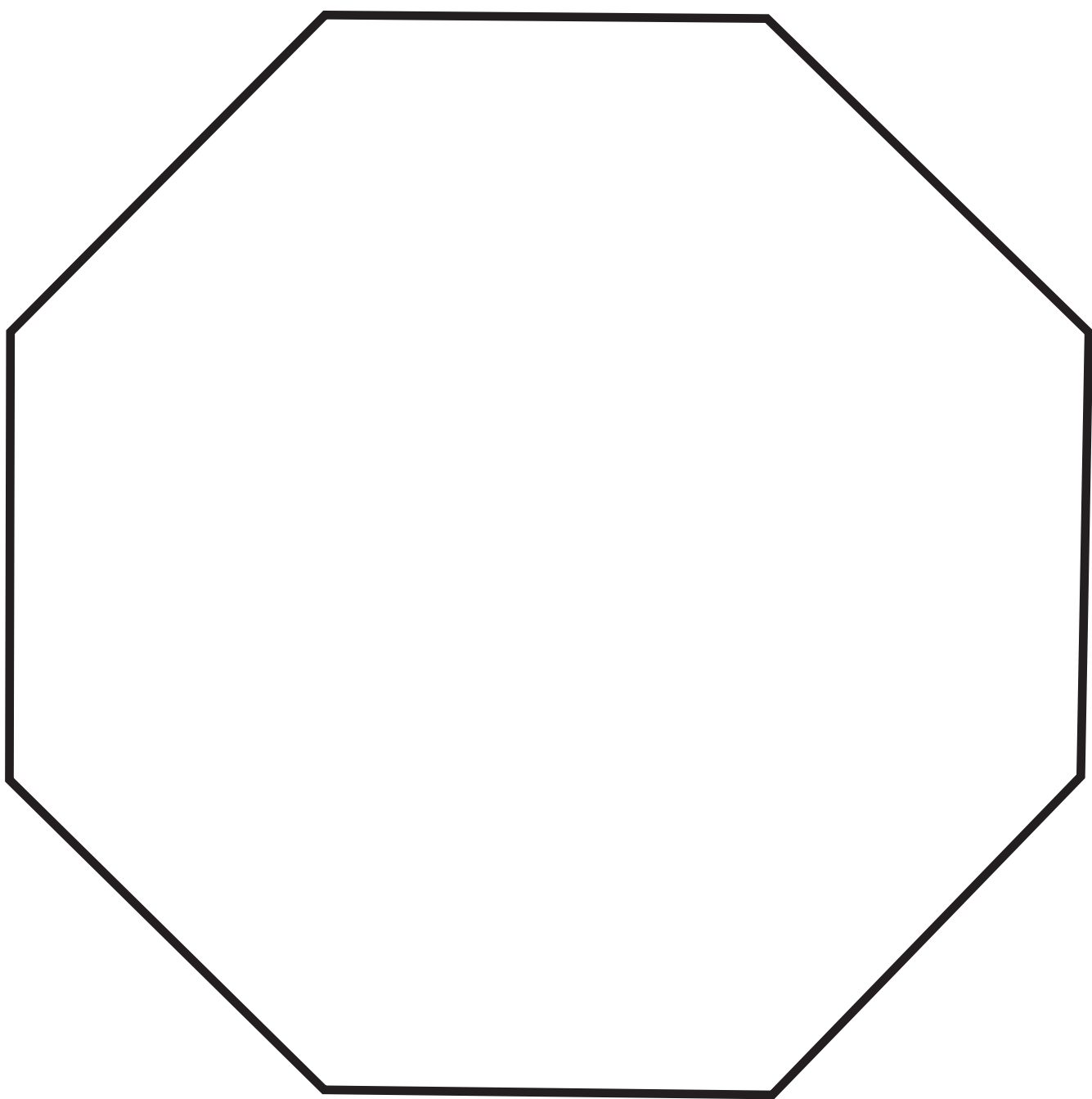
Template image also available on back of page to photocopy for craft activities

This template can be used for Section 1 – Crafts, found on:

- Page 8 – Stop Sign (Glue Project)
- Page 10 – Stop Sign (Glue Project 2)
- Page 11 – Threaded Stop Sign

This template can be used for Section 3 – Interactive Games and Activities, found on:

- Page 1 – Red Light – Green Light (Stop and Go)



Appendix G

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 8 – Stop Sign (Glue Project)
- Page 9 – Stop Sign (Finger Painting Project)

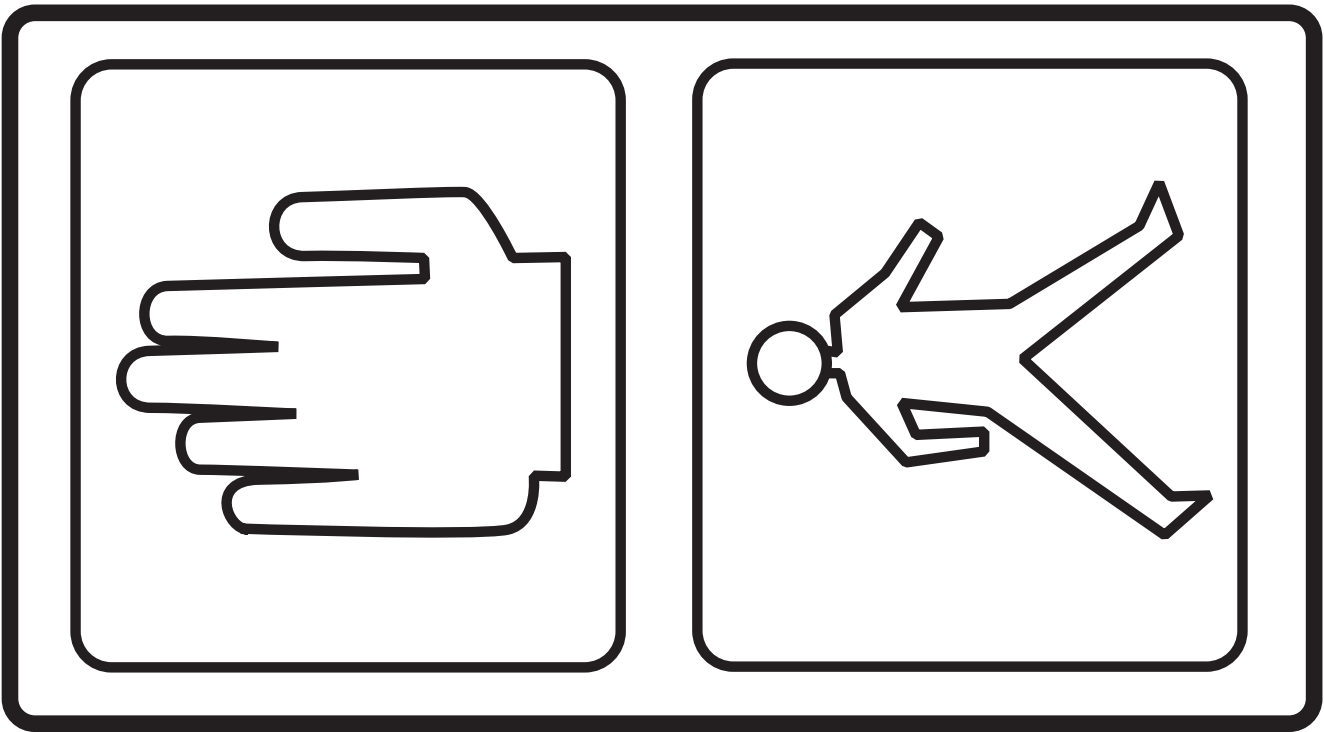
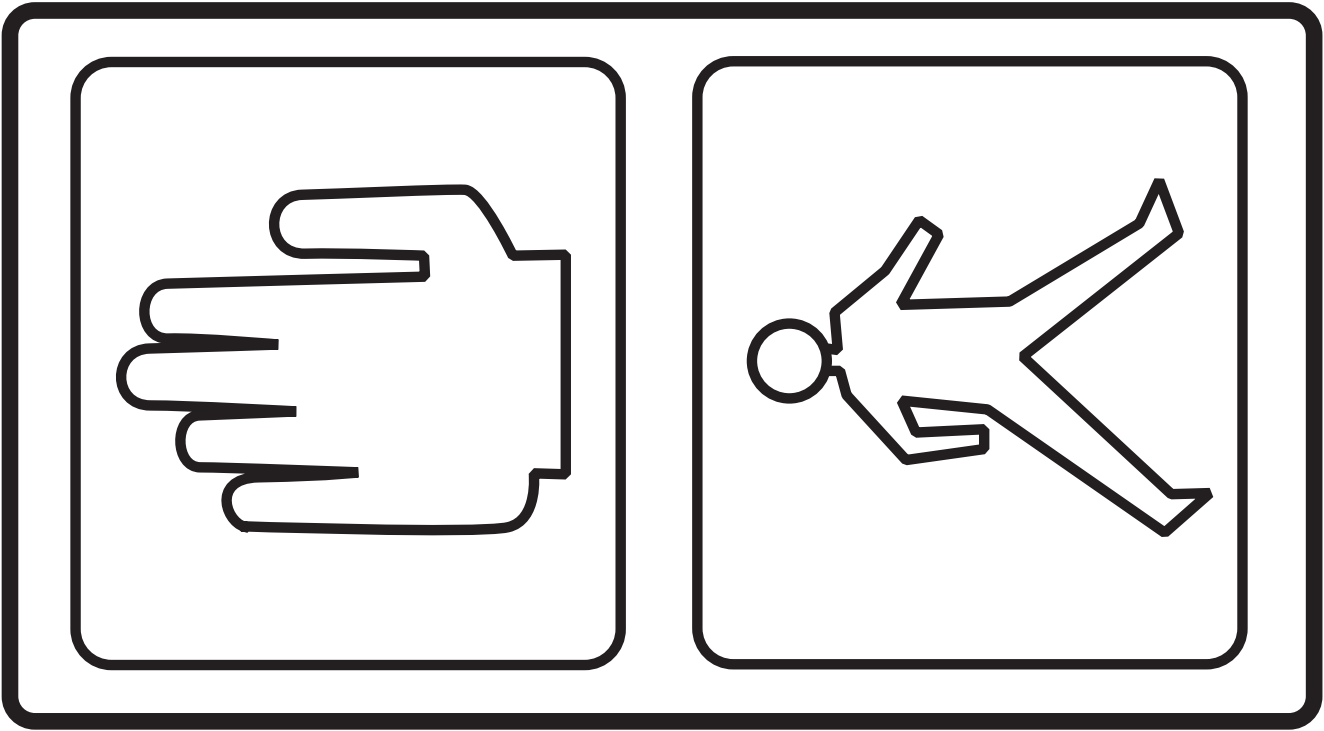
S	S	S	S
S	S	S	S
T	T	T	T
T	T	T	T
O	O	O	O
O	O	O	O
P	P	P	P
P	P	P	P

Appendix H

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 12 – Pedestrian Crossing Signal (Painting Project)
- Page 13 – Pedestrian Crossing Signal (Colouring Project)

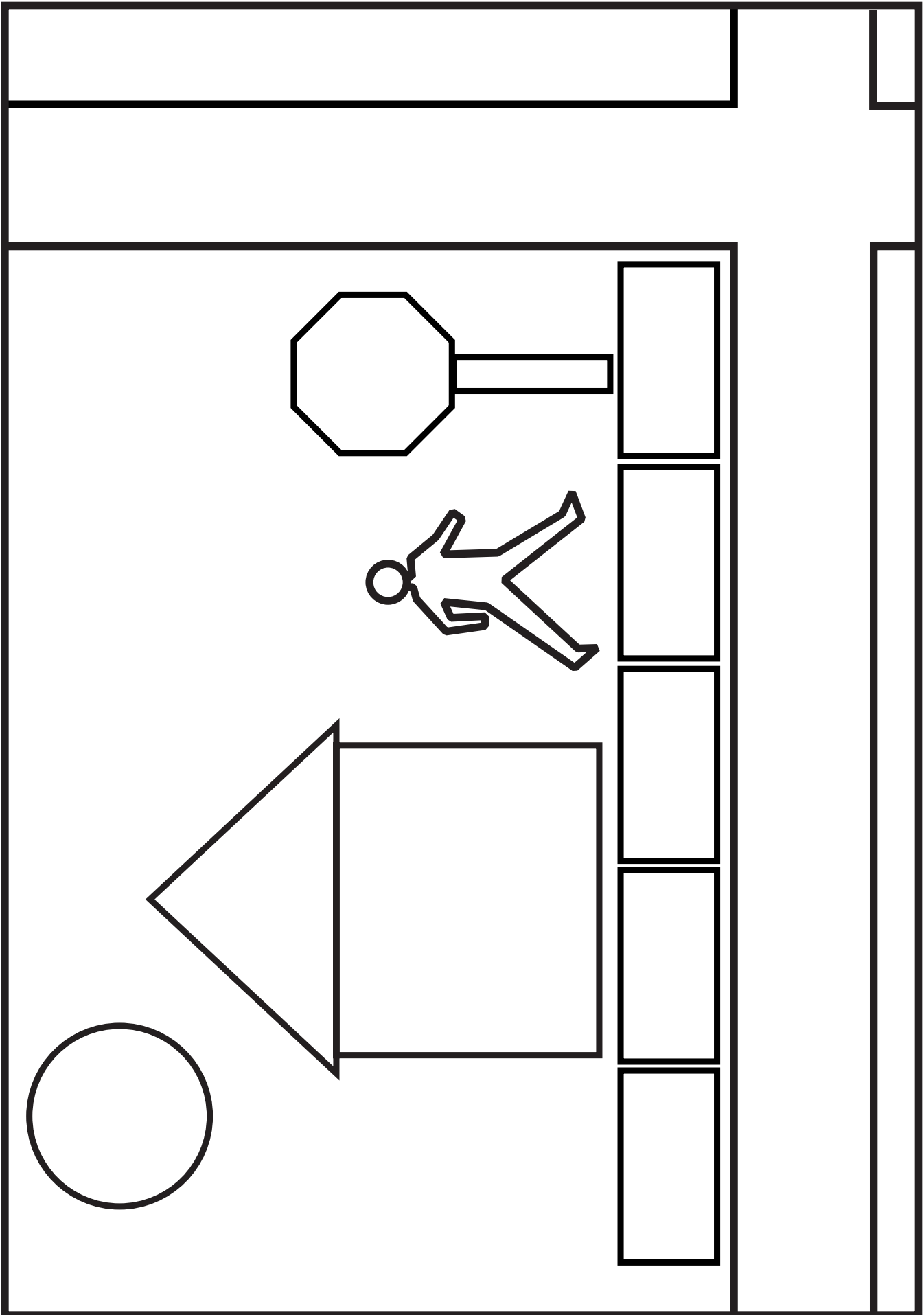


Appendix I

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 14 – My Neighbourhood (Matching and Glue Project)



Appendix J

Template image also available on back of page to photocopy for craft activities

This template can be used for Section I – Crafts, found on:

- Page 15 – Walking with Mommy Puzzle (Cut and Paste Project)

