

Safe Play Every Day

Themed Resources
for Kindergarten Teachers

A Word of Thanks

Niagara Region Public Health would like to thank everyone that assisted with the development of **Safe Play Every Day**. We truly appreciate all of the valuable contributions made by various teachers, curriculum consultants, health practitioners, designers, and illustrator in terms of creative vision, curriculum applicability, and feedback.

Thank you!

Developed Fall 2008

Partial funding for this publication was provided by the Public Health Agency of Canada. The opinions expressed in this publication are those of the authors and do not necessarily reflect the official views of the Public Health Agency of Canada.

For more information on child safe play, please visit www.ebmonkey.ca

Safe Play Every Day

Promoting Safe Physical Activity across the Curriculum

Canadian children are increasingly becoming overweight and less physically active. This is placing them at greater risk for chronic diseases such as heart disease and diabetes. Barriers to being more active include family concerns about safety. This is understandable considering that preventable injuries are the leading cause of death and hospitalization among children ages 1-14. Also, children under the age of nine are not developmentally mature to cross the street or ride their bikes near roads alone. To minimize this barrier it is pertinent that children are encouraged to play and be physically active, but also to be safe at home, in the community, and within the school environment.

A themed resource for Kindergarten teachers, **Safe Play Every Day** encourages safe physical activity through various activities over the course of five days or more. Safe play messages are repeated throughout the curriculum components of language, science, mathematics, the arts, and health and physical education. All sample lessons are designed to help develop the skills needed by students to achieve curriculum expectations as developed by the Ontario Ministry of Education.

This resource includes activities that are purposefully broad. This is to provide you with flexible lesson plans that can be adapted to your unique classroom. Please select lessons that you find to be applicable to your classroom based on the developmental and learning needs of your students.

Safe Play Every Day includes activity sheets that can be photocopied as many times as necessary to meet your classroom needs. Tools to assess student progress and a sample letter to parents are also included for your convenience.

Additional tools and many supplementary materials are also available on-line at: www.ebmonkey.ca.

Other great websites include: www.niagararegion.ca
www.safekidscanada.ca
www.healthylivingniagara.com

Ontario Curriculum Expectations met through this resource guide include:

Health and Physical Activity

- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body; and
- talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe, including identifying and applying basic safety rules.

Language

- listen and respond to others for a variety of purposes and in a variety of contexts;
- use illustrations to support comprehension of texts that are read by and with the teacher;
- use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher;
- make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them;
- demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print;
- begin to use reading strategies to make sense of unfamiliar texts in print;
- respond to a variety of materials read aloud to them;
- write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words;
- communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in the writing; and
- follow one- and two-step directions in different contexts.

Science and Technology

- investigate and use familiar technological items and describe their use in daily life; and
- investigate and discuss how familiar objects are designed to meet a human need.

Mathematics

- identify and describe, using common geometric terms, two-dimensional shapes and three-dimensional shapes through investigating concrete materials;
- identify, extend, reproduce, and create repeating patterns through investigation using a variety of materials; and
- use ordinal numbers in a variety of everyday contexts.

The Arts

- explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways;
- communicate their understanding of something by representing their ideas and feelings through visual art; and
- communicate their understanding of something by participating in musical activities.

Dear Parent/Guardian,

Children love to go outside and explore. Walking and playing outside helps children to be active and healthy. To help prepare your child for the wonders of the outdoors, in class we will be talking about safe play.

Since children under age nine do not have the skills yet to cross a street or ride a bike on the road, we will be doing activities in class that teach about the different street signs and the meaning of traffic light colours. We will also talk about how to cross streets safely, following the “Stop. Look. Listen.” rule and how to wear helmets.

Please ask your child to tell you what they are learning about in class. Maybe go for a walk together down the street and ask them to show you how to cross safely. Remember, your child learns and copies what you do, so show them to stop, look, and listen, every time you cross a street with them. Consider asking your child to make a stop sign or maybe even make up a silly safety song. Go for a bike ride together and check each others’ helmets to see if they are on right. Your child will learn about safe play faster if we work together to practice playing safe at school, at home, and in the community.

Thank you for caring about your child’s health and safety. Safe play every day is a great way for your child to grow up healthy. For more information, on how your family can be active and safe every day, you may want to check out the websites www.ebmonkey.ca or www.niagararegion.ca.

Language: Read Aloud or Independent Reading

Materials	EB Monkey Walks to School (illustrated, rhyming) Walk with Me (illustrated, repetition) I Can Walk (illustrated, repetition)
Context	These books may be used as part of a safety, physical activity, or community unit. The importance of safety while outside in the community is highlighted. The focus is on reading for enjoyment and learning about walking safety. Colourful illustrations support young readers to use prediction and confirmation.
Purpose	To teach students the concepts of print: front of the book, print carries the message, pictures and words match what we read, and directionality. To teach students the concepts of safety and items found in our environment that facilitates safe communities.
Time Frame	Alternate throughout theme week in conjunction with shared reading poster books.
Learning Expectations	<p>Children will:</p> <ul style="list-style-type: none"> • talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe • investigate and use familiar technological items and describe their use in daily life; • investigate and discuss how familiar objects are designed to meet a human need; • use illustrations to support comprehension of texts that are read by and with the teacher; • make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them; • demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print. • listen and respond to others for a variety of purposes and in a variety of contexts.
Reflective Questions	<p>What did you like about this story? What do you think the author was trying to tell us? Why did the monkey characters stop? What could have happened to the characters if they did not stop at the traffic light? How do you know when it is safe to cross a street? Where are safe places to walk? Which places do you like to go to by walking?</p>

<p>Book _____</p> <p style="text-align: center;">book title(s)</p> <p>Overall Expectations for Language and Health & Physical Activity:</p> <ul style="list-style-type: none"> • demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher; • use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials; • demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings; and • demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being. 				
<p>DATES/CONTEXT:</p>				
<p>LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)</p>				

Evidence of achieving expectations. Child:

- understands that printed materials contain messages
- uses illustrations to identify words
- uses knowledge of oral language structures
- demonstrates an awareness of the purpose of traffic lights and signs
- demonstrates awareness of safety measures to cross roads safely when walking

Language: Shared Reading Posters

Materials	Shared Reading Posters: <ul style="list-style-type: none"> • My Bike • I Like to Go to the Park • A Walk With My Mom • I Played All Day Big Book/poster stand Pointer or reading wand
Context	These posters may be used as part of safety, physical activity, or community units. The importance of safety and being physically active while outside in the community is highlighted. The focus is on reading for enjoyment and learning safe play. Colourful illustrations and repetition support young readers to use prediction and confirmation.
Purpose	To teach students the concepts of: print carries the message, pictures and words match what we read, and directionality. To teach students the concepts of safety and items found in our environment that facilitates safe play.
Time Frame	<ul style="list-style-type: none"> • 1 week or 5 days • 10-15 minutes per day, more on the last day
Learning Expectations	The learning expectations are outlined on the back of each shared reading poster.
Reflective Questions	Reflective questions are provided on the back of each shared reading poster.
Planned Activities	Respond to the developmental needs of your classroom by selecting a variety of activities over five days. Consider any of the following: <ul style="list-style-type: none"> • introduce the text using the illustrations to predict vocabulary • emphasize phrasing and fluency • attend to directionality and point to words for the class • attend to directionality and ask students to point to words for the class • discuss sentence structure • re-read the text (daily) • re-read the text using different voices • re-read the text while encouraging the students to read along with you • re-read the text, pausing at certain words and encouraging students to say the next word • encourage students to identify any words in the text which match those on your classroom word wall • encourage classroom discussion

<p>Shared Reading Poster _____</p> <p style="text-align: right; margin-right: 100px;">poster title(s)</p> <p>Overall Expectations for Language, Mathematics and Health & Physical Activity:</p> <ul style="list-style-type: none"> • communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts; • demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher; • use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials; • demonstrate an understanding of number, using concrete materials to explore and investigate counting quality, and number relationships • demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings; and • demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being. 				
<p>DATES/CONTEXT:</p>				
<p>LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)</p>				

- Evidence of achieving expectations. Child:**
- understands that printed materials contain messages
 - uses illustrations to identify words
 - uses knowledge of oral language structures
 - communicates understanding of the order of story events
 - demonstrates an awareness of the purpose of traffic lights and signs
 - demonstrates awareness of safety measures to cross roads safely when walking

Language: Writing Center

Materials	“I can play safe.” activity sheet for writing centre.
Context	A writing and creative arts activity for children to retell their experiences of playing safe.
Purpose	To provide students with the opportunity to identify safe play activities while promoting writing and visual arts skills.
Time Frame	20 minutes
Learning Expectations	<ul style="list-style-type: none"> • begin to demonstrate an understanding of the effects of healthy, active living; • talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe • write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words; • communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in the writing • explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways; and • communicate their understanding of something by representing their ideas and feelings through visual art.
Reflective Questions	<p>What do you like to do when you play?</p> <p>How does playing keep you healthy?</p> <p>How do you keep safe when you play?</p>

My name is _____

I can play safe.

Draw a picture and write a sentence about playing safe.

“I can play safe.” writing activity

Overall Expectations for Language, Visual Art, and Health & Physical Activity:

- communicate in writing, using strategies that are appropriate for beginners;
- communicate their ideas through various art forms; and
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.

DATES/CONTEXT:

LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)

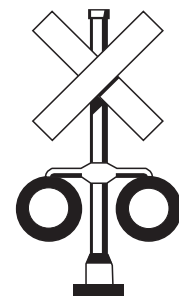
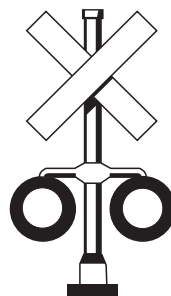
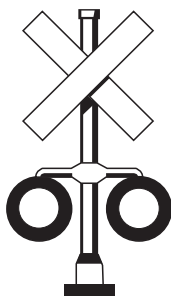
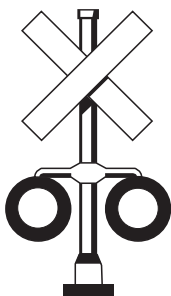
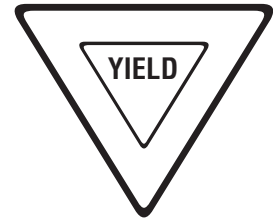
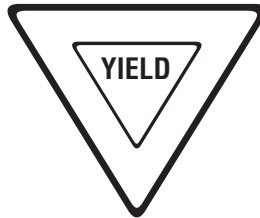
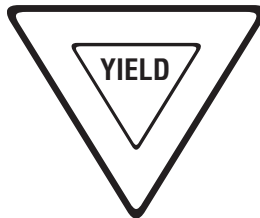
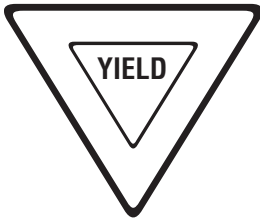
Evidence of achieving expectations. Child:

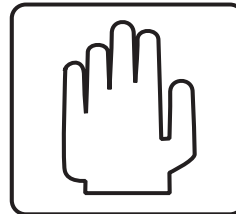
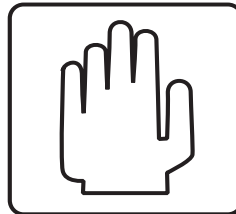
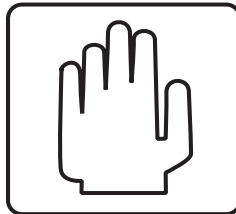
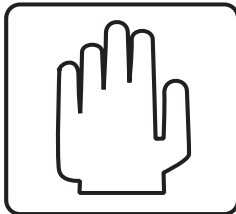
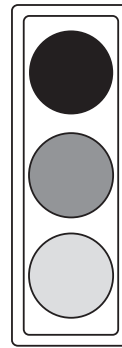
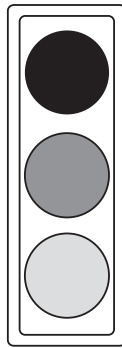
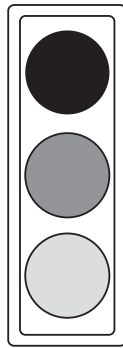
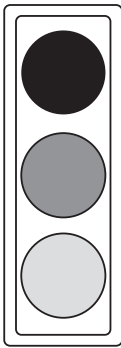
- writes a sentence with some support from teacher regarding spelling
- expresses their concept of safe play through visual drawing
- demonstrates an understanding of safe play

Mathematics: Shape Recognition and Patterning Activity

Materials	<p>Card Stock street signs (either hand held or wall mounted) “Street Signs and Lights.” patterning squares (page 12 and 13). “This is my pattern” sheet – optional (see page 14) Tape or glue Scissors (pre-cut or ask to students to cut) Safe Physical Activity Reference Tool (see page 28)</p>
Context	<p>Can be used in safety or patterning unit. Review with class the card stock images of various street signs and traffic lights. Discuss how pictures and illustrations are often used to communicate messages, such as a restaurant washroom. Discuss meanings and locations of these images throughout the community.</p> <p>Children are asked to create their own patterns using supplied images and fasten them to their patterning sheet or classroom board. This activity can be done with the entire classroom, small groups, or individually.</p>
Purpose	<p>To teach students meaning and characteristics of various traffic lights and signs as well as develop their math patterning skills by completing patterns.</p>
Time Frame	<p>10 – 15 minutes</p>
Learning Expectations	<ul style="list-style-type: none"> • talk about safe and unsafe situations and discuss ways to be safe • investigate and discuss how familiar objects are designed to meet a human need • identify and describe, using common geometric terms, two-dimensional shapes through investigating concrete materials • identify, extend, reproduce, and create repeating patterns through investigation using a variety of materials
Reflective Questions	<p>What shapes do you see in these street signs and lights? What do you think these pictures mean? What do you do if you see a _____ sign/light? Where else do you see pictures instead of words? Why do think pictures are used instead or words? Describe to me your pattern.</p>

Street Signs and Lights





My name is _____

This is my pattern.

Mathematics: Patterning Activity

“Street Signs and Lights” math patterning activity

Overall Expectations for Mathematics, Science & Technology and Health & Physical Activity:

- describe two-dimensional shapes;
- explore, recognize, describe, and create patterns, using a variety of materials in different contexts; and
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.

DATES/CONTEXT:

LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)

Evidence of achieving expectations. Child:

- completes street signs and lights pattern with support from teacher
- can identify the meaning of the signs used in the activity with support from teacher

Mathematics: Patterning Activity Cards

Materials	EB Monkey Playing Cards (one deck)
Context	Can be integrated into colours, mathematics, safety or community themes as a small group activity. Card deck includes instructions on how to play five different games varying in complexity from basic matching to versions of “Go Fish” or “Crazy Eights.” Considering the developmental needs of your classroom, select an appropriate activity. An adult may want to be part of this activity.
Purpose	To reinforce safe street crossing concepts through street sign imagery. Colour, shapes, and numeric values are equally addressed through card design.
Time Frame	10 – 15 minutes (depending on selected activity)
Learning Expectations	<ul style="list-style-type: none"> • identify, extend, reproduce, and create patterns through investigation using a variety of materials. • talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe.
Reflective Questions	<p>What shapes do you see in the street signs and lights?</p> <p>What do you think these pictures mean?</p> <p>What is different between the cards that have a picture of EB Monkey and the cards that have a picture of EB’s sister</p> <p>What could EB’s sister do differently to be safer?</p> <p>What are some different patterns that can be made using these cards?</p>

<h2 style="margin: 0;">Patterning Activity Cards</h2> <p>Overall Expectations for Mathematics and Health & Physical Activity:</p> <ul style="list-style-type: none"> • demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being; and • explore, recognize, describe, and create patterns, using a variety of materials in different contexts. 				
<p>DATES/CONTEXT:</p>				
<p>LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)</p>				

Evidence of achieving expectations. Child:

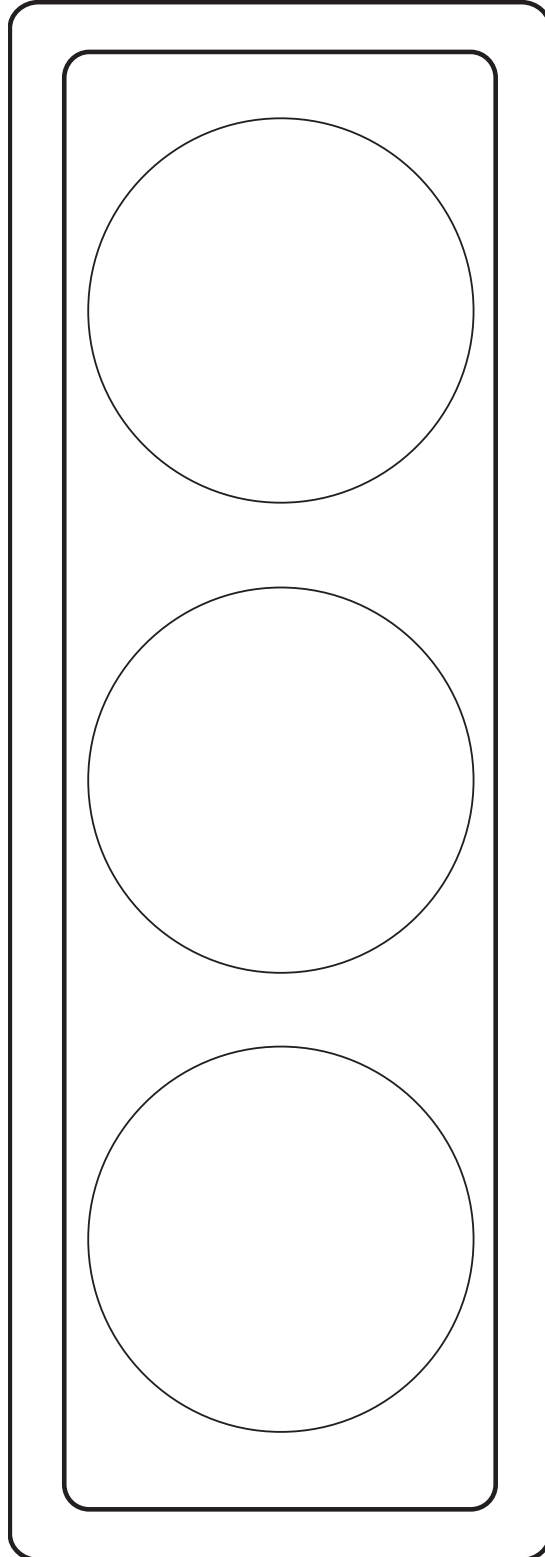
- can identify the meaning of the signs used in the activity with support from teacher
- is able to match cards by either colour, number, or picture
- is able to sort cards by either colour, number, or picture

Visual Arts

Materials	<p>“Traffic Light” activity sheet “Stop Go Wait” words cut out individually Art supplies with minimum red, green, and yellow colours Glue</p>
Context	<p>May be integrated into community, science, mathematics, or safety theme. The focus is to better understand the role some man-made technologies play in facilitating safe environments. The focus is to encourage prediction skills regarding how some colours suggest particular human behaviours. Children are asked to design their traffic light using any art materials with the goal that it represents the colours scene in their community in the correct sequential order. The words “stop, go, and wait” are available to be glued on to emphasize colour meaning.</p>
Purpose	<p>To teach students the purpose of traffic lights through visual art as a medium.</p>
Time Frame	<p>15 minutes</p>
Learning Expectations	<ul style="list-style-type: none"> • talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe • begin to use reading strategies to make sense of unfamiliar texts in print; • use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher; • investigate and use familiar technological items and describe their use in daily life; and • investigate and discuss how familiar objects are designed to meet a human need • use ordinal numbers in a variety of everyday contexts.
Reflective Questions	<p>What does a traffic light look like? What does a traffic light do? What do the colours of a traffic light mean? What colour is first and at the top of the traffic light? What colour is second? What colour is third? What else might you see on a traffic light? (e.g., orange hand, walking man)</p>

My name is _____

Traffic Light



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

Visual Art

Overall Expectations for Visual Arts, Language Mathematics, Science & Technology, and Health & Physical Activity:

- communicate their ideas through various art forms
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
- use ordinal numbers in a variety of everyday contexts;
- demonstrate an awareness of the natural and human made environment through hands-on investigations, observations, questioning, and sharing of findings; and
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being

DATES/CONTEXT:

LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)

Evidence of achieving expectations. Child:

- designs with art materials a traffic light that resembles those found in the community
- identifies the sequential order for colours on a traffic light
- identifies correct action word with traffic light colour

Music

Materials	Silly Safety Songs (below) – can also be copied and distributed to class Smudge Fundaes CD, “Head to Toe Safe to Go” • #1 “I Feel Good” #5 “Streetsong” # 13 “Freeze”
Context	Sing, listen, and dance to music that reinforces safe play messages.
Purpose	To provide students with the opportunity to learn and experience safe play concepts through music. To dance and explore body movement through improvised dance and action songs.
Time Frame	15 to 20 minutes
Learning Expectations	<ul style="list-style-type: none"> • begin to demonstrate an understanding of the effects of healthy, active living; • talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe.
Reflective Questions	<p>What does it mean to “be active”?</p> <p>How do you like to play and keep active?</p> <p>Why is it important to play and be active?</p> <p>How can you play safe?</p> <p>How can you move to music?</p> <p>What do you think the song writer was trying to tell you with their song?</p>

I Have a Little Bicycle ACTION SONG

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

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)

I cross safely (Melody: Are You Sleeping?)

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

Crossing Signal (Melody: The Wheels on the Bus)

The bright red hand says, Stop Stop Stop
Stop Stop Stop
Stop Stop Stop
The bright red hand says, Stop Stop Stop
Until it’s safe to go

The red flashing hand says, wait wait wait
Wait wait wait
Wait wait wait
The red flashing hand says wait wait wait
For the walking man

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

Head and Shoulders ACTION SONG

Head and shoulders
Knees and toes, knees and toes, knees and toes
Head and shoulders
Knees and toes
Eyes, ears, mouth and nose
(repeat, faster, really slow, really fast)

<p>Safety Songs</p> <p>Overall Expectations for Music and Health & Physical Activity:</p> <ul style="list-style-type: none"> • communicate their ideas through various art forms; and • demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being. 				
<p>DATES/CONTEXT:</p>				
<p>LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)</p>				

Evidence of achieving expectations. Child:

- participates in safe play through music interaction
- can describe play activities that are both safe and healthy

Physical Development and Activity: Red Light, Green Light

Materials	Rope or sidewalk chalk
Context	<p>This indoor, or outdoor, activity can be used in any safety or PE unit. Through direct participation, children demonstrate the principles of “stop look listen” when crossing a fictional crosswalk as identified by rope or sidewalk chalk for the road. Complexity is added by playing the game “red light green light” where at some point the children need to cross the road to reach the ‘caller’ and physically demonstrate “stop look listen” at the crosswalk before proceeding. Alter speeds and manner (e.g., hop) in which children play to keep it fun and challenging.</p> <p>Alternative: do not implement “red light green light” component but alternate children pretending to be cars on fictitious road while other students cross.</p>
Purpose	To provide practical experience for children to demonstrate safe street crossing skills in a fun and safe environment.
Time Frame	15 to 20 minutes (class size pending)
Learning Expectations	<ul style="list-style-type: none"> • follow one- and two-step directions in different contexts; • begin to demonstrate an understanding of the effects of healthy, active living; • talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe.
Reflective Questions	<p>Why do we stop before we “stop look listen”?</p> <p>What do we look for when we “stop look listen”?</p> <p>What do we listen for when we “stop look listen”?</p> <p>What else should we do to cross safely? (e.g., hold hands with an adult, look for lights, signals, and signs)</p>

<p>Physical Development and Activity: Red Light, Green Light</p> <p>Overall Expectations for Health & Physical Activity and Language:</p> <ul style="list-style-type: none"> • demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being; and • communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts. 				
<p>DATES/CONTEXT:</p>				
<p>LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)</p>				

Evidence of achieving expectations. Child:

- demonstrates appropriate use of “stop look listen” when simulating crossing a road

Health and Well-Being: Web Based Games

Materials	Computer access to www.ebmonkey.ca
Context	This interactive website promotes safe play messaging and problem solving skills. There are three different games available to select focused on home, pedestrian, wheeled sports, and playground safety themes. Written as well as audio gaming instructions are articulated throughout each game.
Purpose	To provide students with the opportunity to identify, learn, and experience safe play concepts through interactive web based games. An emphasis is placed on problem solving skills.
Time Frame	10 – 20 minutes (depending on selected activity)
Learning Expectations	<ul style="list-style-type: none"> • begin to demonstrate an understanding of the effects of healthy, active living • talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe • use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher (or EB Character) • investigate and use familiar technological items and describe their use in daily life • investigate and discuss how familiar objects are designed to meet a human need
Reflective Questions	<p>What are different ways that you can play safe?</p> <p>Why is it important to play with an adult?</p> <p>If you find something that is not safe, what should you do?</p> <p>What do you see in the community that helps us to be safe?</p> <p>What do you think EB Monkey was trying to teach you today?</p>

Web Based Games

Overall Expectations for Health & Physical Activity and Science & Technology:

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with a teacher (or EB Monkey character)
- investigate and discuss how familiar objects are designed to meet a human need
- demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings

DATES/CONTEXT:

LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)

Evidence of achieving expectations. Child:

- can articulate safe play ideas and messages with minimal support from teacher
- can identify safe and unsafe practices throughout the activity with support from teacher
- can identify features in the community that are safe, unsafe, or designed to help families be safer
- is aware that the character EB Monkey communicates instructions, safety and healthy living messages, and praises of encouragement through either/both oral or written words

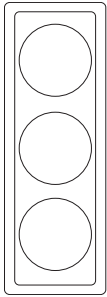
Safe Physical Activity Reference Tool



Stop until it is safe for you to go.



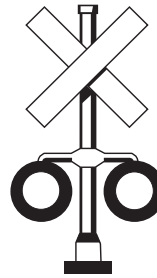
Do not go close. Something can hurt you.



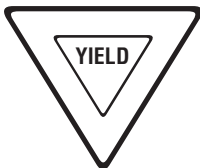
Red: stop

Yellow: slow down, wait

Green: go when it is safe



A train can cross at any time



Wait and let someone else go first



Uses a stop sign to stop cars so students can cross a street. Listen carefully to when they say stop or go

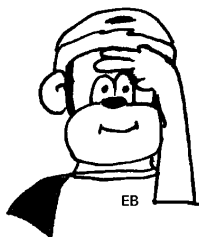


Stop, do not start to cross

Go when it is safe



People can cross the street here



2 fingers from helmet to brow



V shape straps under both ears



1 finger under the chin

Courtesy of:

