

Teacher Lesson Guide 1— Safe Transportation Planning

Goal: Increase student ability to identify hazards and plan a safe route

Method: Discovery based learning/group problem solving

Curriculum Connection: Ontario Health Curriculum Grade 4:

Living Skill CT1.5: use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

A3.1: demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity

C 2.2: apply a decision-making process to assess risks and make safe decisions in a variety of situations

Materials:

- Classroom board (dry erase, easel, or blackboard)
- Large paper sheets
- Markers

Time Required: Approx. 40-60 minutes

Summary:

1. Students indicate which method they use to get to school (walk, bike, bus, driven)
2. Each group is placed in a separate area of the classroom and given a large piece of paper and markers
3. Students create a mind map of ways they can be safe in that transportation method
4. Each group presents their mind map
5. Class-wide discussion on similarities/differences (similar actions are the easiest as they are universal)

Advanced Options:

- Have students create a safe transportation plan with family or friends
- Daily/weekly Safe Commuter award for student practicing safe transportation techniques

Teacher Lesson Guide 2 — Safety Fashion Show

Goal: Increase student critical planning and thinking skills relating to safety

Method: Discussion-based learning

Curriculum Connection:

Ontario Health Curriculum Grade 4:

Living Skill CT1.5: use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

C 2.2: apply a decision-making process to assess risks and make safe decisions in a variety of situations

Ontario Language Curriculum Grade 4:

Writing 1.5: identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers

Materials:

- Students to source clothing/have a bin of clothes to pick from
 - Some should be everyday clothes
 - Some should be dark, hazardous, or ill-suited
 - Some should be well-suited, inexpensive, and simple

Time Required: Approx. 90 minutes

Summary:

1. Assign each student a level (poor choice, neutral choice, great choice) to guide their outfit choice
2. Students one at a time pick an outfit/bring outfit in and walk the cat-walk and announce a name for their outfit (eg. “The Personal Pylon” or “Dark Danny”) that relates to it
 - a. Encourage a silly-style-walk for some added fun
3. Class then discusses the positive and negatives of each and places them in a graph as “Poor”, “Neutral”, or “Good” choice.
4. Repeat

Advanced Options:

- For added critical thinking and writing, have students then write about their choice in the sorting of outfits
- Students could also write about which outfit they feel is best suited and defend their argument