

Traffic Signals

Stop and Go Game

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	one class period								
SETTING	auditorium	classroom	gymnasium	outside					
LEARNING STYLE ACCESS	auditory			kinesthetic			visual		

OVERVIEW

Students will be able to identify the meaning of 7 pedestrian and traffic signals by playing an active memory game.

MATERIALS

Signal flash cards (included)

Large, open space, such as a gym or school yard to play the game

VOCABULARY

extend, signal, yield, simulation

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Copy of all materials, use some of the modifications listed in the materials.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

Don't use Powerpoint, print out presentation in stead to a class set.

IMPRESSIONS

Great activity that isn't lecture based.

SOURCE

SR2S Philly

Physical Education: Traffic Signals Stop and Go Game, 15 minutes



Objective: Students will be able to identify the meaning of 7 pedestrian and traffic signals by playing an active memory game.

MATERIALS

- » Signal flash cards (see Pedestrian Resources tab or PowerPoint at www.saferoutesphilly.org/schools/curriculum)
- » Large, open space, such as a gym or school yard to play the game

TIP

To preserve your flash cards, place them in plastic page protectors.

1. SIGNALS: Introduce traffic signals using the flashcards (left, right, walk, don't walk, yellow, red and green).

2. SIGNALS STOP AND GO GAME: Tell students they are going to play a game to learn the meaning of each signal. Think of this game as a combination of "Red light, Green light" and "Simon Says".

TIP

If you have limited space, use the motions in parentheses, which allow students to stay seated or stand next to their desks.

A. Explain that each signal is associated with a different action and model the actions on the next page (you may need to modify actions to fit the needs of your students).

B. Instruct students to spread out around the space, giving themselves plenty of room, but making sure they can still see the signal cards when you hold them up.

TIP

When modeling "left" and "right" be sure to either turn your back to the class or use the opposite hand so that students know the correct hand to use.

Left



She is pointing left.

Right



She is pointing right.



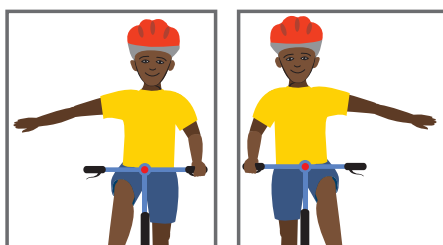
C. Stand where you are visible to each student and hold up the flashcards, rotating them at random while students perform the actions associated with each card. Play the game for approximately 10 minutes.

- » **LEFT:** Shuffle left 5 times; (look and point left)
- » **RIGHT:** Shuffle right 5 times; (look and point right)
- » **WALK:** Walk or lunge forward; (march in place)
- » **DON'T WALK:** Stop moving and place your hands on your hips
- » **GREEN:** Move forward by running or skipping; (pump your arms as if you were running)
- » **YELLOW:** Run in place; (flash hands by opening and closing them)
- » **RED:** Stop moving and extend your right arm in front of your body, signaling “stop”



You can use this lesson for a 5th grade bike safety lesson by using the bike safety simulation cards and making the following modifications:

- » For “left” and “right”, have students show you their hand signals for bicycling
- » Omit “walk” and “don’t walk” from the signal cards used
- » Add in the “yield” sign and instruct students to hop in place



RIGHT

LEFT

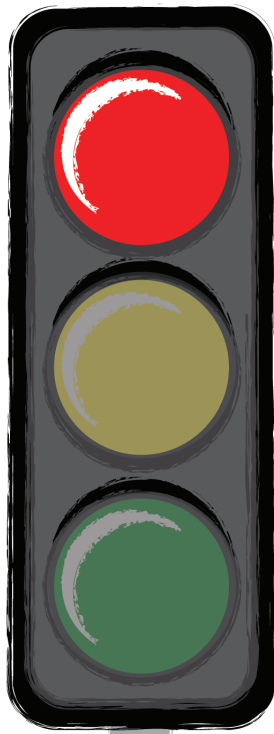


Signals



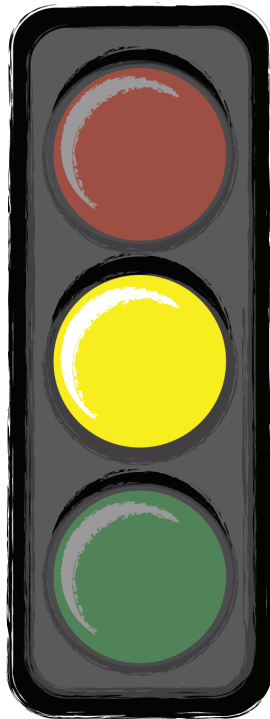
Lights that tell cars and people when to stop and go.

Red



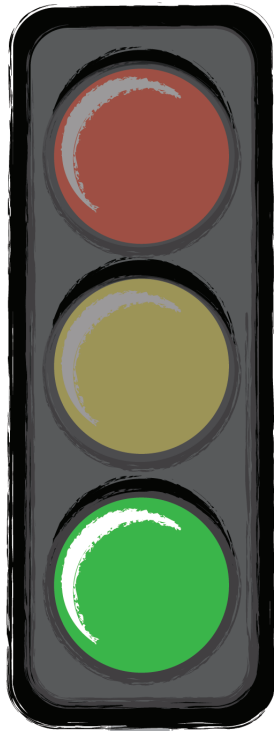
Red means to stop.

Yellow



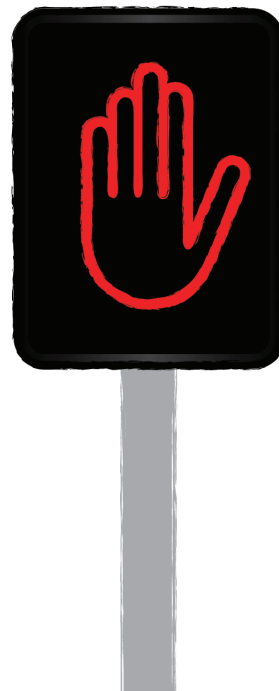
**Yellow means be careful,
signal is changing.**

Green



**Green means go,
but always look first.**

Don't Walk



Stop and wait for signal.

Walk



Go, but always look first.