

Street Safety Problem-Solving

Situation Cards




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This activity is taken from the Ontario Physical and Health Association (OPHEA) binder for grade 3. It can be found on page 64 under Healthy Living - Personal Safety and Injury Prevention. Unit 1 - Appendix C.

Instructions:

Divide the students into five groups. Each group is given a situation card that depicts a safety concern (attached). Students should discuss each situation in their groups and then present their solutions to the class. Allow the class to ask the groups questions to clarify any procedures that they are not clear about. Another option would be to have students dramatize the dangerous way followed by the safe way. Students could also present these as a tableau (e.g. frozen moments in time).

 **Links to the Curriculum:**
HEALTH AND PHYSICAL EDUCATION EXPECTATIONS:
HEALTHY LIVING
Personal Safety and Injury Prevention

3p10 explain relevant safety procedures (e.g. fire drills, railway-crossing and crosswalk procedures)

ENGLISH LANGUAGE EXPECTATIONS

Overall Expectations:

3e51 listen to discussions and ask questions to clarify meaning

3e53 talk about characters and situations in stories, and information and ideas in non-fiction materials

3e54 apply the rules for working with others

3e57 use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade

Specific Expectations:

Use of Words and Oral Language Structures:

3e58 use linking words such as "although", "instead of", and "so that", to organize and clarify ideas in speech

Non-verbal Communication Skills:

3e61 use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud

Group Skills:

3e63 contribute ideas appropriate to the topic in-group discussion and listen to the ideas of others

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Situation Card #1:

When Matt walks home from school, he has to cross a railroad track. On a particular Friday he is in a hurry to get home. As he approaches the tracks, the gates go down and the lights begin to flash. He looks in both directions and can't see a train coming. He decides to try and run across the track.

What could happen to Matt?

What would you do differently and why?

What safety procedure should Matt follow?

Situation Card #2:

Jenna and Brianna are excited about having a sleepover. As they approach the curb on their way home, they continue talking and are not paying attention to how close they are to the street. They step out onto the street.

What is the safety risk?

What would you do differently and why?

What safety procedure should Jenna and Brianna follow?

Situation Card #3:

Mark wants to impress his friends. Instead of waiting for the crossing guard to tell him when it is safe to cross, he starts laughing and rides his bicycle ahead of the guard, ignoring the pedestrian walkway, and ventures out onto the street.

What could happen to Mark?

What would you do differently and why?

What safety procedure should Mark follow?

Situation Card #4:

Mike and Pat are playing soccer in a nearby park. The ball is kicked, crosses the street and lands in a fenced-off area that contains electrical power lines. Without thinking, Mike runs across the street, without looking both ways.

What could happen to Mike?

What would you do differently and why?

What safety procedure should Mike follow?

Situation Card #5:

Emily is waiting for the school bus. The bus is running a little late so when it arrives Emily runs across the road before the bus stops.

What could happen to Emily?

What would you do differently and why?

What safety procedure should Emily follow?