



Making Tracks



Teaching Resource

Walking Safety: Red Light, Green Light



*Suggested Time: 15 minutes,
depending on class size

Purpose

- ✓ To introduce and/or review with students the basic idea of stoplights and stop signs
- ✓ To engage students in active discovery and practice of proper stoplight procedures

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ A green and red paddle/cardboard or a pair of green and a pair of red gloves
- ✓ Brightly coloured rocks or balls
- ✓ Masking tape, road chalk, or pylons (15-20)
- ✓ Speed Bump & Short Cut Cards (optional) *The teacher can prepare these cards in advance. See below for two examples of what can be written on these cards.

Safety Considerations

- ✓ It is important for students to keep their eyes up and looking at the stoplight so they know when to stop and when it is safe to go. This will help ensure they are aware of the other walkers/students around them.
- ✓ Ensure the activity area is clear of any hazards.

Guidelines

- ✓ With the large group, have all students line up on the start line (as indicated by tape, chalk, or pylons)
- ✓ The teacher or an assistant will be the stoplight and will call out the colour of the light (green or red) and hold up the corresponding paddle/cardboard/gloves. The teacher/assistant should sometimes only show a colour and not call it out so that students learn to always be looking up for signs that it is safe to cross the road.

- ✓ If there are assistants helping to deliver the activity, the teacher should assign an assistant to be a police officer.
- ✓ If the light turns red, students must stop and freeze.
- ✓ If a student is caught by the police officer moving at a red light, then they must go back to the starting line.
- ✓ The police officer should be very dramatic and animated, become “distracted” a few times and give students chances to sneak forward.
- ✓ The first student to make it to the light wins and then they become the new stoplight.

Instructional Considerations

- ✓ Ensure students are using mini steps (heel-to-toe walking or penguin walking) as their form of movement.
- ✓ Support the students in their learning but ensure that you (teacher/assistant) continue to give positive feedback. For example, if a student is sent back to the start of the line you could say, “Great try, Michael, next time pay close attention to the colour of the light.”
- ✓ Have fun with the activity. Try to catch the students off guard by having two red lights in a row.
- ✓ Optional: As a way of encouraging proper dress, place “speed bumps” and “short cuts” throughout the playing area. These are small brightly coloured balls or painted rocks. In order to play this activity you will also need to have Speed Bump and Short Cut Cards, which the teacher will have made in advance of this session. The cards will have instructions on them such as “Speed Bump: you failed to bring a flashlight on your walk at dusk, go back three giant steps.” It can also say something positive like “Short Cut: you wore clothing with reflective tape at night, take five baby steps forward.” When using Speed Bumps and Short Cut Cards the police officer will have another role to perform. If a student reaches a speed bump/short cut the police officer will walk over to the student and read

*Adapted from the York Region Making Tracks program.



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from one of the special cards. The student will then either move forward or backwards depending on what the card indicated.

Things to Observe

- ✓ Students are obeying the stoplight signals and not just watching other students to see what they are doing.
- ✓ Students are playing fairly with others and following rules of the game. If students are caught running they should be asked to return to the start line.