

# Laminated Street Signs – Set 1

(Stop, Do Not Enter, Go, Yield, Slow)

Item #15121



- **Overview.** Use in the gym, classroom, outdoors and more! Each laminated and brightly colored sign measures 8¾" x 11¼". Great for color and shape recognition exercises. Set 1 includes 5 signs: Stop, Yield, Do Not Enter, Slow and Go.
- **What Are the Educational Applications?**
  - Promotes shape, color and word recognition.
  - Being able to follow directions and respond to visual cues are important in any level of Physical Education. When using these elements, communication is key. In order to be successful, the instructor must clearly communicate the desired response to various signs because not all students are auditory learners. By using signs to reinforce desired adaptations to activity, the instructor can communicate in non-verbal ways.
  - Since the signs in this activity guide are found in the real world, particularly on the road, use of them in the classroom helps prepare students for real world responses to stimuli.
- **How Can I Use This Product With My Students?**
  - **Where:** Can be used indoors and outdoors.
  - **Age:** Appropriate for a variety of age ranges.
  - **Group Size:** Varies based on activity.
  - **Basic Skills Needed:**
    - Visual recognition of the meaning of the signs.
    - Skills appropriate for activities using the signs (locomotor, riding, driving).
- **Set Up/Instructions**
  - Make sure students are paying attention and follow the sign's message.
  - Do not place signs that contradict each other, such as "Stop" and "Go," next to each other.
  - Do not place signs in areas where they may be obstructed from view.
  - Do not place signs in areas where sign may fall down easily onto students.
  - Do not place signs in areas where sign may fall down easily and create collisions between students because the signs are not visible.

## The Games/Activities

### • **Activity #1: Visual Cues Assessment**

- a. Objective: To observe how well your student responds to visual cues.
- b. Set Up: After reviewing the proper movement for various signs, place the signs around your gymnasium.
- d. How to Play: Now see if students properly maneuver the space. When you want students to stop activity, blow your whistle, turn off music or simply hold up the “Stop” sign to see if students respond. To begin or restart activity, hold up the “Go” sign. If there is a single bathroom, your equipment closet, or your office is located in the gymnasium and you do not want student to go in the room during designated times, place the “Do Not Enter” sign on the door.

### • **Activity #2: Stop & Go**

- a. Objective: To quickly and safely identify the correct sign and perform the correct action.
- b. Set Up: Designate area for group to walk freely.
- c. How to Play: At any time someone can run up and grab the “Stop” sign and hold it up to force everyone to freeze immediately where they are, or “Go” sign to resume movement.

### • **Activity #3: Tag Modifier**

- a. Objective: To have student identify changing environments in a tag game.
- b. Set Up: Set up play area conducive to a tag game complete with an area or multiple areas which have a base or area where the student cannot be tagged.
- c. How to Play: Play a few rounds in normal fashion, and then place the “Do Not Enter” sign in a popular base area, either eliminating the base, or forcing students to use an area that is less convenient.

### • **Activity #4: Recognition-Based Relay Race**

- a. Objective: Interdisciplinary learning using words, shapes or colors.
- b. Set Up: Place signs at one end of the gymnasium and divide students into small groups at the other end.
- c. How to Play: For shape recognition, prior to activity review the correctly associated shape with corresponding signs. Instructor holds up or places a sequence of shapes in a place where students can easily see. One at a time they must move using a locomotor (run, skip, hop, jump, walk) or animal movement, and in the correct order collect the sign that corresponds to their designated shape. Have students go in reverse order for the next round to reset the activity.
- d. Extensions:
  - For color recognition, follow the same instructions but instead of shape, base the directions on color.
  - For word recognition, instructor holds up or places a sequence of words that describe the color, shape or actual words on the signs. Follow the same instructions.

### • **Activity #5: Obstacle Course**

- a. Objective: Students learn to obey the signs as they make their way through obstacles.
- b. Set Up: Create an obstacle course. Signs can either be placed in cones that have slits at the top for easy vision, or propped up on another piece of equipment. Use the signs as follows:
  - “Go” for the starting area.
  - “Stop” for the ending area.
  - “Yield” for an area that paths may cross during the course, where you want students to check the path before moving into the area.
  - “Do Not Enter” can designate the direction of the course.
  - “Slow” can mark an area that might be difficult to maneuver.
- c. How to Play: Have students work together using an item such as the Dual Walker to maneuver through different obstacles such as cones, balance beams, etc.
- d. Extensions:
  - Remove some or all of the current signs placed around the course. Choose students who have demonstrated appropriate behavior to modify the course using the signs, such as changing the direction of movement with the placement of “Go” or “Stop.”
  - Disability Sensitivity: Give one or more students a disability of some sort - have them put on a blindfold, walk on one leg, or even tie two students’ legs together to simulate Siamese twins. Have a discussion with students comparing how it felt to go through the course with and without the disability. Ask the students if there were any particular signs that made the course harder when the student had the disability, such as having to maneuver through a small space or not cut a corner because of the “Do Not Enter” sign.

## •Activity #6: Scooter Town

a. Objective: Incorporating scooter play.

b. Set Up:

- Prior to Scooter Town, students will have learned a variety of safe ways to move on a scooter. They should take a “scooter drivers test” that requires them to demonstrate safe driving on their scooters, as well as following the “rules of the road” such as following the various signs placed throughout town. The driver’s test reinforces putting on a seatbelt, pulling over for emergency vehicles, using their blinkers (or hand signals), looking both ways at intersections, walking across cross walks, stopping at railroad crossings, following all posted signs - one-way zones, stop, etc.
- Signs should be placed in appropriate areas such as “Yield” at the cross walk, and “Stop” where you want students to stop and demonstrate proper signaling.
- Explain to the students the different places of interest they can visit while in Scooter Town (this is where you get creative making various stations for students to stop and perform skills). Remind them about the “rules of the road” they learned to get their license. Then get their cars out of the parking deck and find a road to start on!

c. How to Play: All students must drive on the roads (lines on floor) and be aware of emergency vehicles and police officers in town (teacher plays these roles). The children ride their scooters for close to 25 minutes (they’re having so much fun they don’t realize they’re exercising!). At the end of the lesson, have the students “park their cars in the garage” (the scooter rack), and then meet as a group to talk about the muscles used while driving around Scooter Town.

## • Safety Issues & Concerns

- When using scooters, remind students to keep fingers, hair and clothing away from the wheels of the scooter.
- Students must place the body squarely on the scooter to prevent tipping.
- Students should never stand on the scooter.

## Meets These NASPE Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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