

Laminated Street Signs – Set 2

(Railroad, One Way Right, One Way Left, Pedestrian Crossing, No Parking)

Item #15122



- **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 2 includes five signs: One Way Left, One Way Right, School Crossing, Railroad Crossing and No Parking.
- **What Are the Educational Applications?**
 - Promotes shape, color and word recognition.
 - Being able to follow directions and respond to visual cues is 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 next to each other that contradict each other, for example "One Way Left" and "One Way Right" should not be pointing at each other
 - Do not place signs in areas where they may be obstructed from view.
 - Do not place signs in areas where the sign may fall down easily onto the students.
 - Do not place signs in areas where the 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.
- c. How to Play:
 - See if students properly maneuver the space. For example, if you have two doors, prop each door open and place the “One Way Left” and “One Way Right” signs on the doors, and see if students use the correct door to enter and exit the gymnasium. When you want students to stop the activity blow your whistle, turn off music, or simply just hold up the “Stop” sign to see if students respond.
 - These signs can also be used during station work to guide direction of movement using the “One Way Left” and “One Way Right” signs for rotation purposes or for movement on specific pieces of equipment such as the balance beam.
 - “No Parking” can be placed in an area where students should not be standing, such as the finish line area for the mile run.

• **Activity #2: Tag Modifier**

- a. Objective: To have student identify changing environments in a tag game.
- b. Set Up: Set up the play area for a tag game, complete with an area or multiple areas which have a base or safe area where the student cannot be tagged.
- c. How to Play: Play a few rounds in normal fashion, then take the “No Parking” sign and place it in a popular base area, either eliminating the base or forcing students to use an area that is less convenient.

• **Activity #3: 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 its corresponding signs. Instructor holds up or places a sequence of shapes in a place where students can easily see. One person at a time must move using a locomotor movement (run, skip, hop, jump, walk) or animal movement, and in the correct order collect the sign that corresponds to its designated shape. Have the 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 #4: 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 to designate the starting area with the “Go” sign; the ending area with the “School Crossing” or “Railroad Crossing” if there is an area where paths may cross during the course and you want students to remember to check the path before moving into the area; and “One Way Left” and “One Way Right” to designate direction of the course.
 - If you do not want students to sit down in the bleachers or any other area of the gymnasium, place the “No Parking” sign in that place.
- c. How to Play:: Have students work together using an item such as the Dual Walker to maneuver through different obstacles like 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, for example change the direction of movement with the placement of the “One Way Left” or “One Way Right” signs.
 - 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 “One Way” sign.

•Activity #5: 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 driver’s 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, walk across crosswalks, stop at railroad crossings, follow all posted signs, one-way zones, stop, etc.
- Signs should be placed in appropriate areas, such as crossing at the crosswalk, One Way Right or One Way Left on roads with one direction, etc.
- 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!
- 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” 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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