

Laminated Street Signs Set #1 **(Stop, Do Not Enter, Go, Yield, Slow)**

Item #15121

What Are the Educational Applications?

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 discussed 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?

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.

Activity #1 Obstacle Course

Create an obstacle course where students need to work together using an item such as the dual walker to maneuver through different obstacles such as cones, walking on balance beams, etc. Use the signs to designate the starting area with the "Go" sign; ending area with the "Stop"; or "Yield" 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; "Do Not Enter" to designate direction of the course; and "Slow" for an area which may be difficult to maneuver. The signs can either be placed in the cones that have slits at the top for easy vision, or propped up on another piece of equipment.

Activity #2 Disability Sensitivity

Do the above-mentioned obstacle course, but now add a twist. 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 #3 Modify the obstacle course

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 the "Go" or "Stop".

Activity #4 Scooter Town

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 is a comprehensive test that reinforces putting on a seatbelt, pulling over for emergency vehicles, using their blinkers (or hand signals), looking both ways at intersections, walk across cross walks, stop at railroad crossings, follow all posted signs one-way zones, stop etc. Signs should be placed in appropriate areas such as a Yield at the cross walk, 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! 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.

Activity #5 Tag Modifier

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. Play a few

rounds in normal fashion, then take the “Do Not Enter” sign and place it in a popular base area either eliminating the base or forcing students to use an area that is less convenient. If you play tag where you have students when tagged do a choice of activities outside of the tag area, and you see there is one choice that all students are going to (and you want them to use some of the other options), place the “Do Not Enter” sign in that location.

Activity #5 Shape Recognition Relay Race

Place signs at one end of the gymnasium and divide students into small groups at the other end. For shape recognition, 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. Prior to activity review the correctly associated shape with corresponding signs.

Activity #6 Color Recognition Relay Race

Place signs at one end of the gymnasium and divide students into small groups at the other end. For color recognition, instructor holds up or places a sequence of colors in a place where students can easily see. One at a time, they 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 color. Have students go in reverse order for the next round to reset the activity. Prior to activity review the correctly associated color with corresponding signs.

Activity #7 Word Recognition Relay Race

Place signs at one end of the gymnasium and divide students into small groups at the other end. For word recognition, instructor holds up or places a sequence of words that describe the color, shape, or actual words on the signs. 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 the words being held up. Have students go in reverse order for the next round to reset the activity. Prior to activity review the correctly associated words with corresponding signs.

Activity #8 Visual Cues Assessment

To observe how well your student respond to visual cues, after reviewing the proper movement for various signs, place the signs around your gymnasium and see if students properly maneuver the space. When you want students to stop activity blow your whistle, turn off music, or simply just 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 #9 ESP (adapted from Project Adventure Count Me In by Mark Collard)

Each partner or group has a stack of signs. On the count of three the individual or group reveals their chosen sign. Instruct players to hold sign against their chest before they begin turning. Tally the results of how many times the same sign is selected. Debrief based on results.

Activity #10 Stop & Go (adapted from Project Adventure Count Me In by Mark Collard)

Designate area for group to walk freely. 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.

How Do I Make This Product Developmentally Appropriate For My Students?

The wonderful thing about this product is it is appropriate for all levels. In addition, it does not require a high physical skill ability level to use because it is more of an instructional aid. However, in order to be successful, it is imperative the participants follow the designated direction associated with the sign when appropriate.

How Does This Product Relate to Current Educational Thinking?

- Places real world objects into the classroom setting
- Teaches student to respond to visual cues
- Promotes color and word recognition

In view of COPEC’S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.

- Use to reinforce shape recognition
- Use to reinforce color recognition
- Use to reinforce word recognition
- Promotes communication skills
- Does not require sport related skills
- Appropriate for a variety of age ranges
- Can be used indoors and outdoors
- Can be used as an instructional tool to promote visual cue
- Helps reinforce directions

Safety Issues & Concerns

- Make sure students are paying attention and follow the message of the sign

- 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 and create collisions of students when not viewed
- Do not place signs in areas where sign may fall down easily onto students
- Do not place signs next to each other that contradict each other, for example “Stop” and “Go” should not be next to each other



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Please direct your questions or concerns regarding this product to the appropriate office listed below between the hours of 8AM-6PM Eastern Time

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