

# Lesson 2: Crossing Streets Safely

**Time:** approximately 40 minutes

*This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.*

### Lesson Objectives:

The objective of this lesson is to teach students the basic concepts of crossing a street safely. At this age, it is important to emphasize that students should never cross the street without an adult or older sibling.

The students will be able to

- Use care and caution when crossing streets
- Recognize that they should only cross the street with an adult or older sibling
- Identify and demonstrate the five steps to crossing a street

### Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### Materials:

Masking tape, rope, or other material to create street lines & tall trash can or box

Poster-sized chart of “Crossing the Street” song

Parent/Caregiver Tip Sheet

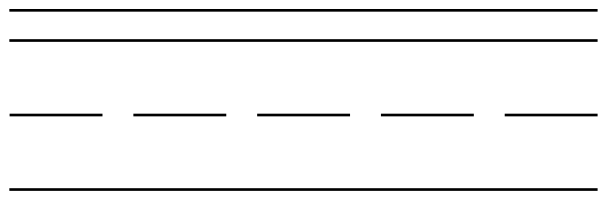
**Preparation:** Using the above listed materials, create a model street.

You will need four long strips of material to make the street and two associated sidewalks, as well as several shorter strips to create a center line for the street.

Place a tall trash can or box in the street.

This will act as a visual barrier to emphasize the “second edge.”

**Example:**



## Lesson Outline

### Introduction: (5 minutes)

The teacher will

- Identify reasons for crossing the street
- Explain the importance of students crossing the street with an adult or with a responsible, older sibling who has permission from a parent or caregiver

### Discussion & Teacher Modeling: (10 minutes)

The teacher will

- Discuss and simultaneously model the steps to crossing the street safely

## Sample Script

Today we are going to review the steps to crossing the street safely! As you all know, there are many different kinds of streets. Today we're just going to learn how to cross smaller streets, like the streets in (the teacher names a nearby quiet, residential area).

Raise your hand if you have ever crossed the street.

Why did you cross the street?

- *To get to school, a friend's house, a park, etc.*

What are some other reasons that people cross the street?

- *To get to the store, work, etc.*

Do you think you should cross the street alone or with an adult?

- *With an adult.*

What are some of examples of adults you can cross with?

- *Mother, father, teacher, crossing guard.*

Is it okay to cross with an older brother or sister?

- *It depends. If your older brother or sister is very responsible and has permission from your parents, it is okay.*

Why is it important to always cross the street with an adult or older brother or sister who is responsible and has permission from your parents?

- *Someone may get hurt or injured if they do not cross safely*

Let's pretend that these lines on the ground are a street (use diagram from the preparation portion of this activity plan). This space represents the sidewalk next to the street and this space is the actual street. As we talk about the steps to crossing the street, I am going to demonstrate how to cross safely. Then, it will be your turn to practice.

## Lesson Outline

### 1. Adult Supervision

- Explain why adult assistance is necessary
- Explain the circumstances under which an older sibling might assist with crossing the street
- Reiterate the importance of having adult supervision when crossing the street
- Discuss why children should continue to look for traffic while crossing the street

### 2. Identify a Safe Place to Cross the Street

- Define and explain types of “visual barriers”

## Sample Script

Let’s think about the things I should do before I begin to cross the road.

First, I will want to hold on to an adult’s hand.

Who are some adults who can help me cross?

- *Mother, father, teacher, crossing guard.*

What about an older brother or sister? Is it okay for an older brother or sister to help me cross the street?

- *Only if your brother or sister is very responsible and has permission from your parents. Sometimes brothers and sisters know how to help younger children cross the street, but not always. That is why you have to ask your parents first.*

What if you are outside with your friends and your ball rolls into the street? What should you do then?

- *You should ask an adult to get the ball for you.*

Before you can cross the street you need to find a safe place to cross.

How do you know where it is safe to cross?

- *A safe place should be where you can see the traffic clearly to cross the street*

Anything that makes it hard for you to see or that makes it hard for cars to see you is called a **visual barrier**.

What are some examples of visible barriers?

- *Parked cars, trucks, buses, tall bushes, tall trash cans, trees, a fence, a curve in the road or a hill*

What should you do if you want to cross the street but encounter a visual barrier? (i.e., A parked car is making it hard for you to see traffic coming down the street)

- *If possible, find another place to cross the street that is free of barriers and safe to cross.*

Are there any visual barriers that will make it hard for me to see the traffic? *NO!* Since there aren’t visual barriers, I have found a safe place to cross.

## Lesson Outline

3. Stop at the Edge
- Define the “edge” and discuss examples of “edges”
4. Look and Listen for Traffic
- Review positional terms of “left” and “right”
  - Practice the Left-Right-Left Procedure for looking
  - Discuss sounds a student might hear and should be cautious of when crossing the street

## Sample Script

Next, I am going to walk to the edge of the street and stop.  
What is the “edge” of a street?

- The curb or side of the road; the line between safety and danger*

Why is the “edge” a good place for me to stop?

- It is a place where you can see cars coming, but you are still far enough away from the road.*

As you can see, there are a few barriers in my way. I cannot see one direction down my street. What do you think I should do?

- Move out a little more to the edge of the barrier.*

That’s right! I want to move out a little further from the edge to the end of the barrier. This is called the **second edge**.

Watch as I stop at the second edge.

Great! Now that I have stopped at the edge of the street, the next step is to look and listen for traffic.

First, I will look left (hold up your left hand), look right (hold up your right hand), and look left again (hold up your left hand).

**[Teacher demonstrates and guides as students emulate.]**

What are we looking for when we look Left-Right-Left?

- For cars, buses, motorcycles, bicycles, or trucks coming down the street*

We look left first because that is the direction that cars closest to us are coming from. Then, we look right to see if traffic is coming the other way.

Then, why do you think we look left again?

- Because cars move fast and we want to make sure it is still safe to cross where cars are moving closest to us.*

Make sure when you look left and right you touch your chin to your shoulder. This is called the “shoulder check” to make sure you look as far as you can to see if any traffic is coming. **[Teacher demonstrates and guides as students emulate.]**

While we are looking for traffic we should also be listening for traffic. What are some of the sounds we should be listening for?

- Car engines, horns, sirens, etc.*

Oh no! I hear an ambulance siren. What do you think I should do?

- Stop and wait until it is clear. Look and listen for traffic again.*

Good! Now, I don’t see or hear any cars coming. The street is clear of traffic, so I am going to start to cross the street.

## Lesson Outline

5. Cross Quickly and Safely
- Explain how and why children should walk (not run) across the street in a straight line.
  - Discuss why they should continue to look for traffic while they cross the street.

### Activity Options:

The students could...

- Practice the five steps from Lesson 1 with teacher guidance; sing and dramatize the “Crossing the Street” song (20 minutes, see page 7)
- Practice crossing the street on school grounds or on a neighborhood or residential street near school grounds to reinforce appropriate behavior (10-20 minutes)
- Take a supervised walk in a nearby neighborhood with parent volunteers to practice and reinforce proper behaviors when crossing the street (20-30 minutes)

## Sample Script

Notice that as I cross the street, I am remembering some important rules.

Watch as I cross.

What important behaviors did I demonstrate?

- *I kept my head up, looked left-right-left, and listened for traffic.*
- *I walked and did not run. If I run, I might trip and fall.*
- *I walked straight across the street.*

What would happen if I walked at a diagonal across the street like this? **[Teacher demonstrates crossing the street diagonally.]**

- *I will spend more time in the street, and I am in danger of being hit by a car.*

Did I make it safely across the street? **YES!!!**

### ACTIVITY OPTION A:

Now, it’s your turn! Each of you is going to get the chance to show me how to cross the street correctly.

To make it a little easier to remember all of the rules, we are going to sing the “Crossing the Street” song. Some of you may remember it from kindergarten and first grade. **[Teacher displays song and all sing together.]**

Great work! Let’s practice crossing the street altogether while we sing our song. **[Teacher and students sing the song as they simultaneously cross the model street.]**

### ACTIVITY OPTION B:

#### **Stop, Look, and Listen with Willy Whistle**

“Willy Whistle” is a lively, animated character featured in the DVD designed to teach pedestrian skills for crossing residential streets to children in grades K-2.

This DVD is free and available through NHTSA. Visit [www.nhtsa.gov](http://www.nhtsa.gov) to request a copy.



## Lesson Outline

### Closure: (5 minutes)

The teacher will

- Reiterate the five steps for crossing the street
- Reiterate the importance of crossing with an adult

*After the review, it is highly recommended that teachers take students to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.*

## Sample Script

Let's review all that we have learned today.

There's another easy way to remember the 5 steps for crossing the street. Let's use our 5 fingers on one hand to map out the steps. ***[It may be appropriate for the teacher to create a chart similar to the one below to display in the classroom. Use Materials: Closure - 5 Steps for Crossing the Street Chart for larger view.]***



## “Crossing the Street” Song

Sung to the tune of “London Bridge”

Here we go, across the street  
Across the street  
Across the street  
Here we go, across the street  
We cross safely!

First we take an adult’s hand  
Adult’s hand  
Adult’s hand  
First we take an adult’s hand  
We cross safely!

Now we’re stopping at the edge  
At the edge  
At the edge  
Now we’re stopping at the edge  
We cross safely!

Now we’re looking left, right, left  
Left, right, left  
Left, right, left  
Now we’re looking left, right, left  
We cross safely!

Now we’re going straight across  
Straight across  
Straight across  
Now we’re going straight across  
We cross safely!

As we cross, we still look  
We still look  
We still look  
As we cross, we still look  
**WE CROSSED SAFELY!!!**

### Suggested Cross-Curricular Connections:

*These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.*

### Musical Facts

- Set up the classroom as you would while playing “Musical Chairs” (with two rows of chairs lined up back-to-back; have one less chair than number of students in the classroom).
- Allow the children to line up around the two rows of chairs.
- Play some music for the children. When the music stops, the children must find a chair. The child that does not have a chair must answer a pedestrian safety question. If he/she answers correctly, he/she can continue with the game, and no chair is removed from the rows. If he/she answers incorrectly, he/she is out, and one chair is removed from the rows.

### Literature

- The following are appropriate examples of children’s literature to use with this lesson in the unit of study:
  - ***Make Way for Ducklings*** by Robert McCloskey (There are several online resources for lesson plans based on the book. One, developed by Chris Frazier at Oakbrook Elementary in Ladson, South Carolina may found at: [http://129.252.3.27/lesson\\_plans/PDF/Make%20Way.pdf](http://129.252.3.27/lesson_plans/PDF/Make%20Way.pdf)) (This activity may be done as a whole group or as a center activity for students to complete in small groups.)
    - Read the story
    - List problems that the mother and baby ducks had while being “pedestrians” through the town. Then, brainstorm how the mother duck could have changed her behavior to model safe behavior for her ducklings.
    - For an added challenge, the students can re-illustrate several pictures within the story to reflect better safety practices.

### Social Studies (Geography)

- Identify routes on a map (to be completed in small groups)
  - Display several grade-appropriate community maps. [One option is that the teacher could use several grade-appropriate maps of the city in ***Make Way for Ducklings*** to be found online. The following is one suggested Web site that includes appropriate maps: <http://www.dgl.salemstate.edu/Profs/Young/Ducks/DUCKS.htm> and click on “Download Material (images & maps).”]
  - Allow children to identify routes throughout the city
  - Allow children to identify safe places to cross streets on these safe routes
    - Consider visual barriers that may be evident on the map
    - Consider first and second edges
    - Discuss roads that may be too busy and long to cross



# Materials

5 Steps for Crossing the Street Chart

Parent/Caregiver Tip Sheet