

## 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 responsible, older sibling.

The students will be able to

- Use care and caution when crossing small, narrow streets
- Recognize that they should only cross the street with an adult
- 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:

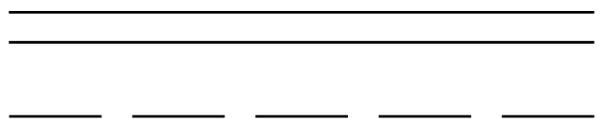
Masking tape, rope, or other material to create street lines

Poster-sized chart of “Crossing the Street” song

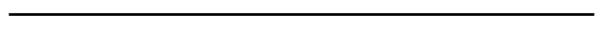
Parent/Caregiver Tip Sheet

**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.



**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

### 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 learn how to cross the street safely! Streets come in many different sizes. There are big, wide ones and small, narrow ones. Today we're going to learn how to cross small, narrow streets.

Raise your hand if you have ever crossed the street.

Why did you cross the street?

- *To get to school, a friend's house, to find a lost toy, etc.*

How big was the street you crossed?

- *Big, small, 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 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 small 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 show you 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

### 3. Stop at the Edge

- Define the “edge” and discuss examples of “edges”

## 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 that 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.

A safe place is where it is easy for you to see traffic traveling in the road as you cross the street and it is easy for them to see you.

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*

An edge is a safe place to look for cars before you cross the street because you can see them coming, but you are still far enough away. Sometimes there are cars parked along the street. In this case, I would want to move out a little further from the edge to the end of the parked car. This is called the **second edge**.

Since there are no cars on this street, watch as I stop at the first edge.

Am I standing at the edge of the street? **[The teacher may want to demonstrate several unsafe places to be standing.]**

## Lesson Outline

### 4. Look and Listen for Traffic

- Review positional terms of “left” and “right”
- Practice the Left-Right-Left Procedure for looking
  - Touch your chin to your shoulder “shoulder check”
- Discuss sounds a student might hear and be cautious of when crossing the street

### 5. Cross Quickly and Safely

- Explain how and why children should walk (not run) across the street in a straight line.
- Emphasize that the children should continue to look right and left as they cross the street.

## Sample Script

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, motorcycles, bicycles, buses 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 from the other way. Last, 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 that 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. Teacher monitors students closely to ensure the students’ eyes are looking in the direction of simulated traffic and that their eyes are not looking downward.]**

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.*

What happens if when we look and listen, and we hear something coming?

- *We wait, and then start over looking left-right-left and listening until all directions are clear.*

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.

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

First, I am walking, not running. If I run, I might trip and fall. Also, I am keeping my head up and looking and listening for traffic. I am doing shoulder checks as I look left and right. Finally, I am walking straight across the street.

What would happen if I walked at a diagonal across the street like this? **[The teacher may also want to demonstrate 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!!!

## Lesson Outline

### Activity Options:

The students could...

- Practice the five steps with teacher guidance; sing and dramatize the “Crossing the Street” song (20 minutes, see sample script)
- 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)

### Closure: (5 minutes)

The teacher will

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

## Sample Script

### 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, I want to teach you my special song that will help us cross the street.

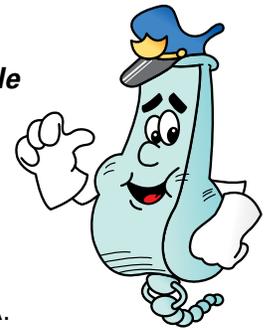
***[Teacher displays song and sings the song once for the students; then, the teacher sings while the students follow along.]***

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 created by the teacher.]***

### 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.

Let’s review all that we have learned today.

First, you should only cross the street with an adult or, if your parents say it is okay, with a brother or sister who is very responsible.

Next, you should find a safe place to cross where it is easy for you to see traffic traveling in the road as you cross the street, and it is easy for them to see you.

Then, you should stop at the edge of the street.

After that, look left, right, left and listen for traffic that may be coming.

Finally, cross the street by walking, looking and listening for traffic, and walking in a straight line.

*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.*

## “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.*

### Dramatic Play

- Using a plastic table cloth, draw roads and community places to create a large floor map. Allow the children to use small figurines of people, cars, trucks, trees, etc., to dramatize crossing the street in a safe manner.

### 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))
    - Read aloud the story to the students
    - Discuss the reasons why the police officer had to stop traffic to help the ducks cross (the mother duck did not follow safe crossing practices)
  - ***Kristofur Kitty: Crossing the Street*** by Jennifer D. Hartmann
    - Read aloud the story to the students
    - Discuss which safety rules Kristofur followed

### Social Studies (Geography)

- Identify safe routes on a map (to be completed as a whole group or in small groups)
  - Display several child-appropriate community maps
  - Allow children to identify safe places to cross street
    - 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

## Parent/Caregiver Tip Sheet