



## Crossing Streets Safely



**Time:** 25 - 50 minutes

*Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. 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. Instructors should use their discretion to break up material to accommodate their daily schedules.*

### Lesson Objectives

The objective of this introductory lesson is to teach children the basic concept of sharing spaces with cars and other motorized traffic. At this age, it is important to emphasize that children should never walk near traffic without an adult or responsible, older sibling.

The children will be able to:

- Use care and caution when crossing neighborhood streets.
- Recognize that they should only cross the street with an adult.
- Recognize why they should not step from behind parked cars.
- Identify and demonstrate the five steps to crossing a street.

### Why This Lesson is Important

Traffic can be scary, so we do have to teach children crucial skills before we can let them master walking without an adult in the real world. It's important to ensure that children have a good understanding of basic street safety when they start walking on town and city streets to visit friends or to reach the school bus stop. As they practice with an adult, the concepts will become second nature.

## Essential Standards

<p>PE.2.MS.1.1: Execute combinations of locomotor skills in different pathways, levels, or directions.</p> <p>PE.2.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.</p> <p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p> <p>2.NPA.1.3: Classify activities in terms of their appropriateness for a healthy lifestyle.</p> <p>2.NPA.3.1: Contrast a physical active and inactive lifestyle.</p> <p>2.G.2.1: Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.</p> <p>2.G.2.2 : Explain how people positively and negatively affect the environment.</p>	<p>PE.3.MS.1.3: Execute mature form when combining locomotor skills with changes in direction.</p> <p>PE.3.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.</p> <p>3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>3.NPA.1.3: Plan activities for fitness and recreation during out of school hours.</p> <p>3.G.1.3: Exemplify how people adapt to, change and protect the environment to meet their needs.</p> <p>3.G.1.4: Explain how the movement of goods, people and ideas impact the community.</p> <p>3.G.1.5: Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</p>
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## Common Core

<p>CCSS.ELA-Literacy.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-Literacy.SL.2.1 : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>CCSS.ELA-Literacy.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</p> <p>CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.3.1: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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## Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
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# Crossing Streets Safely

## Materials

- Vocabulary Cards
- Masking tape, rope, or other material to create street lines and a tall trash can or box
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

## Vocabulary

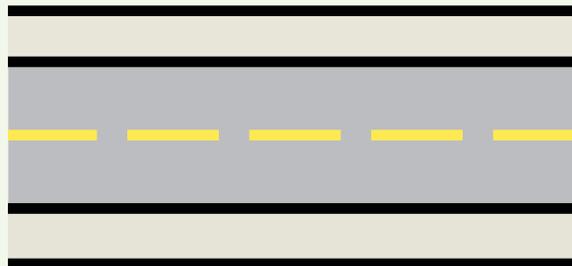
(Cards with picture and definition located at the end of this lesson)

- Diagonal
- Visual barrier

## Preparation

Using the materials listed above, 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:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best street crossing location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. Coordinate with assistants in advance. Review the **Crossing Streets Safely** Video.

## Part 1 – Discussion and Demonstration



► **Time:** 15-20 minutes

1. **Adult Supervision**
2. **Identify a Safe Place to Cross the Street**
3. **Stop at the Edge**
4. **Look and Listen for Traffic**
5. **Cross Quickly and Safely**

### Introduction

The instructor will...

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

*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 streets like those in our neighborhood (or a neighborhood near the school that is quiet and residential).*

*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,*
- *To get on a bus, to go to a parked car, or*
- *To find a lost ball, 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, instructor, 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 OK.*

*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 he or she does not cross safely.*

Following the introduction, the instructor will discuss and simultaneously demonstrate the following steps to crossing the street 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.*



### 1. Adult Supervision

The instructor will...

- 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.

*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, instructor, 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.*

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

The instructor will...

- Define and explain types of "visual barriers" to find a safe place to cross.

*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 visual barriers?*

**[Display "visual barrier" vocabulary card and discuss different types]**

- *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.*

### 3. Stop at the Edge

The instructor will...

- Define the "edge" and discuss examples of "edges."

*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 vehicles coming, but you are still far enough away from the roadway.*



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.

#### 4. Look and Listen for Traffic

The instructor will...

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

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).

**[Instructor demonstrates and guides as children 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.

Then, why do you think we look left again?

- Because vehicles 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.

**[Instructor demonstrates and guides as children 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.

#### 5. Cross Quickly and Safely

The instructor will...

- Explain how and why children should walk (not run) across the street in a straight line.
- Discuss why children should continue to look for traffic while crossing the street.

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

What important behaviors did I demonstrate?

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



*Why don't I want to walk diagonally across the street like this?*

**[Instructor shows the "Diagonal" vocabulary card and demonstrates crossing diagonally.]**

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

Instructor will illustrate why walking on a diagonal is not good by designating two points in the room. Have a student walk straight to one point while the class counts the number of steps. Then have another student walk on a diagonal from the same starting point to the second end point while the class counts the steps. The students should be able to see that there are more steps, so it takes longer to cross on a diagonal.

## Part 2 - Activities

► **Time:** 10-30 minutes

### Skill Building Activity Options

It is highly recommended that instructors take children 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.

- a. Practice crossing the street on school grounds or on a neighborhood/residential street to reinforce appropriate behavior (10-20 minutes).
- b. Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce proper behavior when crossing the street (20-30 minutes).

### Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- c. Have children practice using skills from this lesson on the model street using noises and role play to simulate conflicts and vehicles (10 minutes).

The following questions can be used to reinforce the activity:

- *What do you do when coming to a curb or edge of the street?*
- *Which way do we look before we cross the street?*
- *Where is the first edge? Where is the second edge?*
- *What do we do if there are cars parked on the street?*
- *Why don't we cross from behind parked cars?*
- *If we see a car coming, what do we do?*
- *Why don't we walk diagonally across the street?*



## Review (optional)

► Time: 5 minutes

The instructor will...

- Review the five safety rules for crossing the street by showing a short *Let's Go Walking!* video *Crossing Streets Safely* (approx. 4 minutes) and repeating the key concepts from the lesson.
- Reiterate the importance of crossing with an adult.

*Let's review all that we have learned today.*

***[Instructor creates chart as children recall the steps for crossing the street]***

- *Cross the street with an adult or, if your parents say it is OK, with a brother or sister who is very responsible.*
- *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.*
- *Stop at the edge of the street.*
- *Look left, right, and left and listen for traffic that may be coming.*
- *Cross the street by walking, looking and listening for traffic, and walking in a straight line.*





## Suggestions for a Balanced Curriculum

Grades  
**2-3**  
Lesson 2

*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, or may be assigned as homework opportunities.*

Share Robert McKloskey's *Make Way for Ducklings* with the children and guide children through one of the topics listed below. In addition, there are dozens of online resources that can be used with this book to enhance the lesson to include other areas of study. Due to its popularity, copies of this book are readily available through NC Public Libraries and many school libraries.

### Social Studies

Discuss the setting of the story using the text and illustrations. Use these aspects of the text to compare and contrast different aspects of communities:

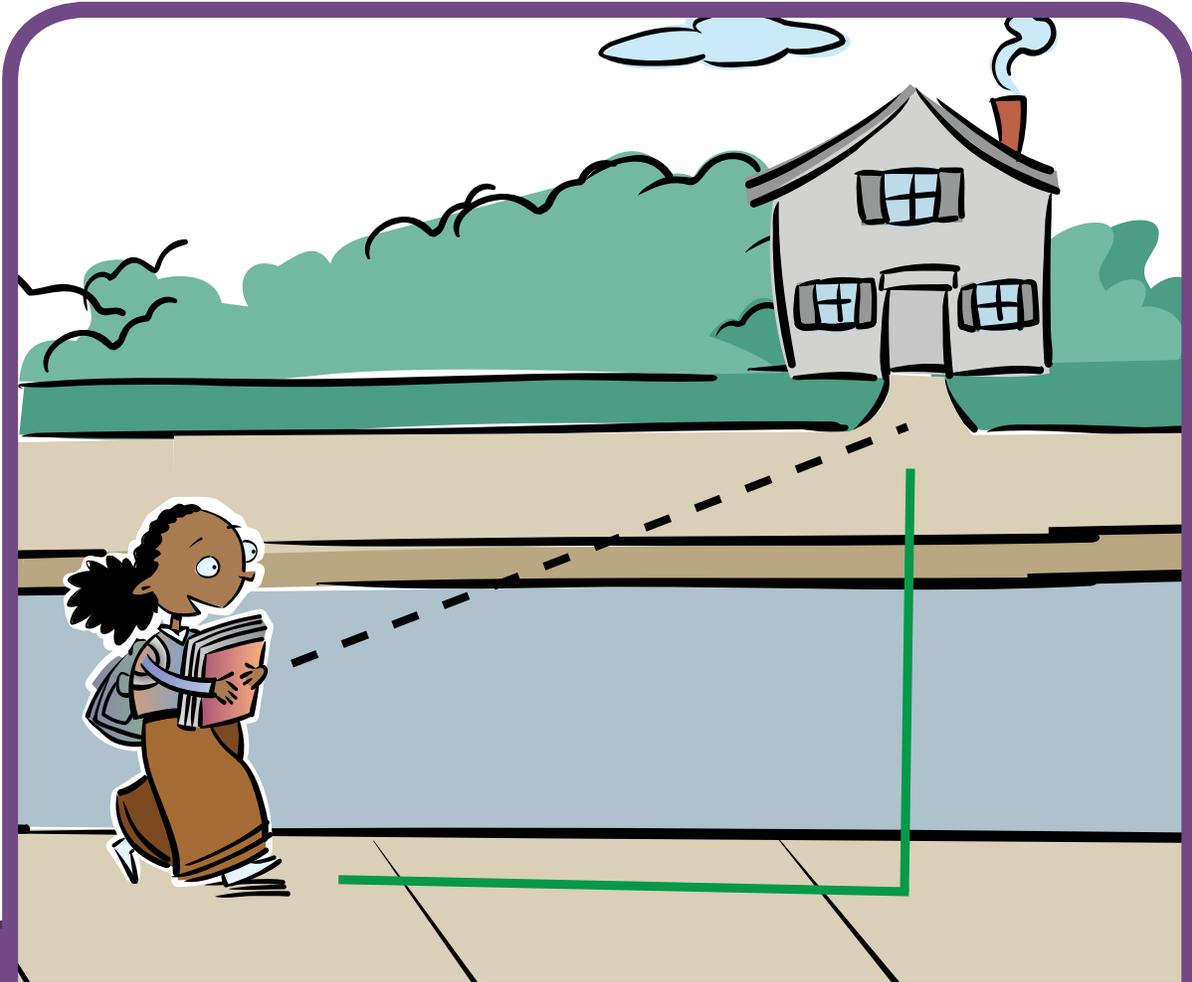
- Have children tell what the setting of the story is and have them name different characteristics of a city setting.
- Make a chart highlighting the characteristics of and differences between a city, a suburban area, and a rural area.
- Compare and contrast the nature of the population, buildings, open spaces, and transportation types in the story.
- Have children talk about the similarities and differences between the city in the story and the area that they live in.

### English/Language Arts

Review various aspects of the book as they relate to pedestrian safety.

- Discuss what modes of transportation the ducks used to get around town. List the problems that the mother and baby ducks had while being "pedestrians" through the town.
- Discuss why the ducks wanted to cross the roadway and talk about destinations that a pedestrian might want to go.
- Brainstorm how the mother duck could have changed her behavior to model safe behavior when navigating and crossing various roadways.
- Talk about the occupations of various characters in the book, including the policeman who assisted the ducks in crossing the road.

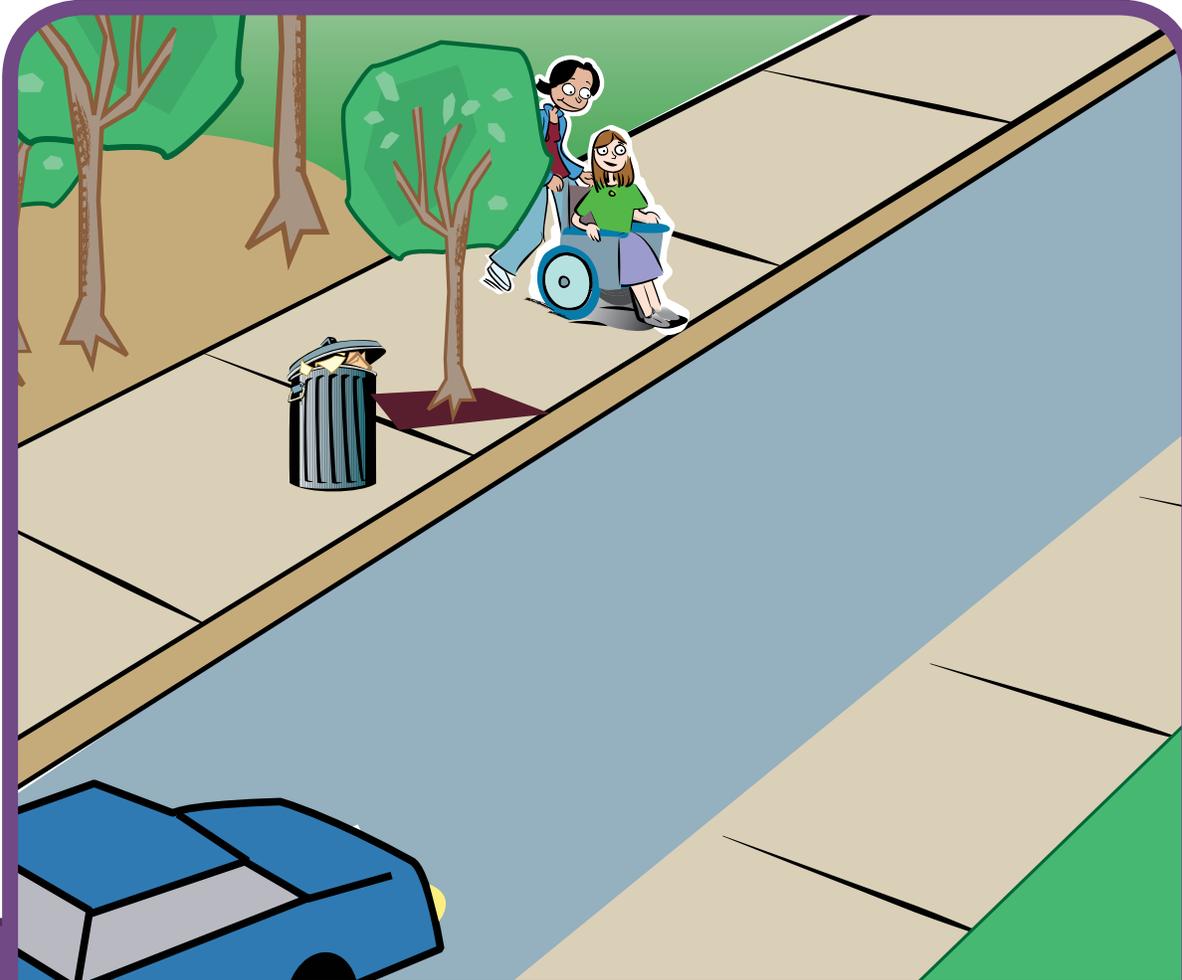
## Vocabulary Card



### Diagonal

Joining two opposite corners. You should avoid crossing roads at a diagonal because it is less safe, and the distance is longer.

## Vocabulary Card



### Visual Barrier

An object or area that you have difficulty seeing around, including trees, parked cars, or even curves in the road. In order to cross the street safely, you need to find a place free of visual barriers so you can see traffic and drivers can see you.

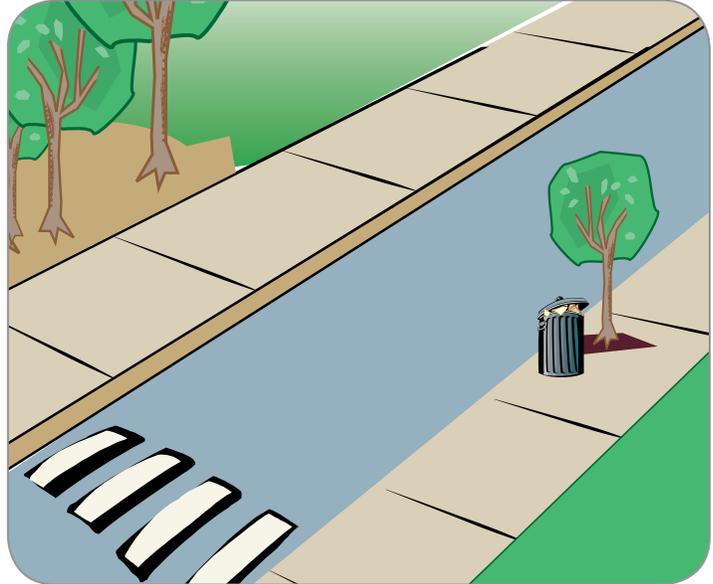


### Crossing Streets Safely

This week in school your child learned ...

How to cross neighborhood and residential streets safely:

1. **FIND AN ADULT** to cross the street with you.
2. **IDENTIFY** safe places to cross. Do not cross from behind “visual barriers.”
3. **STOP** at the edge or curb of the street. Never step from behind a parked car.
4. **LOOK AND LISTEN** for traffic in all directions. Look left, right, left for traffic. Wait until there is no traffic coming. Then begin crossing the street.
5. **CROSS IN A STRAIGHT LINE** and keep looking for traffic. Walk; don't run across the street.



#### Remember:

Although you might be able to quickly determine whether it is safe to cross the street, your child may not know or understand why it is safe. Help your child understand and learn safe behaviors by practicing each time you cross the street.

Looking at the picture, ask your children to identify where a person should cross the street. Ask them to point to a safe area to cross that is free of “visual barriers.” Ask them to point to the edge of the street. Ask them to show you how they would cross the street in a straight line.

### Did you know?

Children's ability to understand and make decisions about their safety changes as they grow and develop.

#### Children in second and third grade:

- Need supervision as they learn more complicated safety skills.
- Can identify safe crossings with help and practice.
- Can learn how to identify traffic and stay focused while crossing the street with help and practice.

# PRACTICE AT HOME!

## Crossing Streets Safely

A challenge with providing safety education in the schools is that children, even in the same grade, vary in their readiness to handle traffic situations such as choosing a safe time to cross a street. Parents are a central figure in a child's safety education because they have the best opportunities to effectively assess a child's skills and teach safe behavior in the course of daily life. Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

The best way for children to learn is by repeating safe crossing skills with an adult. Remember that skills and knowledge do not always equal the ability to make a safe judgment. Make sure that your child is ready for the next step in learning how to safely cross the street by practicing safe pedestrian skills at home.

Walk along a route in your neighborhood that has sidewalks (preferably on both sides of the street) and a crosswalk. Children will learn about crosswalks in the next lesson, but it is helpful to begin to demonstrate safe crossing with a crosswalk if one exists in your neighborhood.

Ask your child what they learned in school about crossing the street safely. Practice the 5 steps to safely crossing the street. Use the diagram on the opposite page and offer clues if they need help.

1. **FIND AN ADULT** to cross the street with you.
2. **FIND A SAFE PLACE TO CROSS** – one that is free of barriers like trees or shrubs. Cross where it is easy for you to see vehicles traveling in the road.
3. **STOP AT THE EDGE** of the curb or street. (Ask your child what a curb or edge is and what to use as an edge if there are parked cars)
4. **LOOK AND LISTEN** for traffic in all directions. (Look left, right, and left again). Wait until there is no traffic coming and begin to cross the street.
5. **CROSS IN A STRAIGHT LINE** and keep your head up. Continue to scan for cars while crossing the street. Walk, don't run across the street.

Practice the 5 Safe Steps again. Find a place where it will be safe to cross the street. Try saying the steps aloud as you cross together.

Repeat the lesson every chance you get!





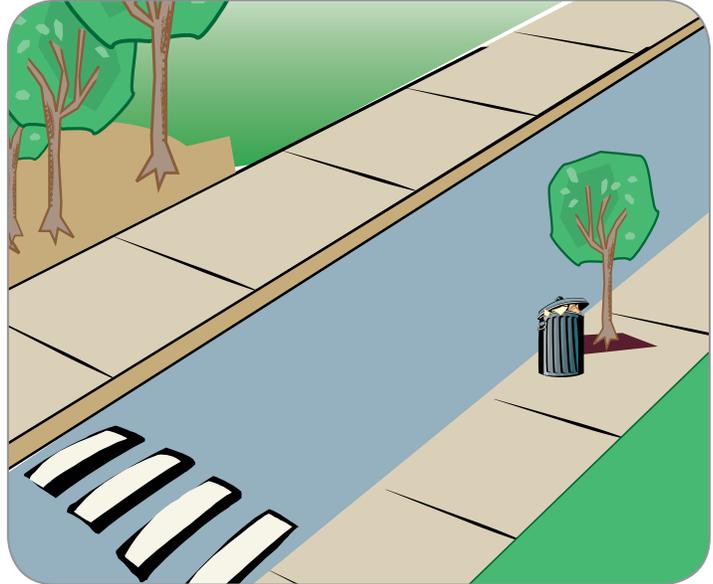
## Consejos para Padres/Cuidador Principal

### Como cruzar las calles de forma segura

Esta semana en la escuela su hija/hijo aprendió...

Cómo cruzar las calles del barrio con seguridad:

1. **ENCUENTRA A UN ADULTO** para cruzar la calle contigo.
2. **IDENTIFICA** lugares seguros para cruzar. No cruces desde atrás de “barreras visuales”.
3. **PARA** en el borde de la calle. Nunca empieces a cruzar la calle si estás detrás de un coche estacionado.
4. **MIRA Y ESCUCHA** en todas las direcciones para ver si hay tráfico. Espera hasta que no venga ningún coche. Luego empieza a cruzar la calle.
5. **CRUZA EN LÍNEA RECTA** y sigue atento por si viene tráfico. Camina al cruzar la calle, no corras.



#### Recuerde:

Aunque es posible que usted se de cuenta rápidamente cuando es seguro cruzar la calle, puede que su hija/hijo no entienda por qué es seguro. Ayude a su hija/hijo a entender comportamientos seguros, practicándolos cada vez que crucen la calle.

Mirando la imagen, pídale a su hija/hijo que le muestre dónde se debe cruzar la calle. Pídale que señale un lugar seguro para cruzar la calle que no tenga “barreras visuales”. Pídale que señale el borde de la calle. Pídale que le muestre cómo debe cruzar la calle en línea recta.

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

#### Los niños en segundo y tercer grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas.
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia pueden aprender a identificar tráfico y concentrarse al cruzar la calle.

# ¡PRACTIQUE EN CASA!

## Como cruzar las calles de forma segura

Es difícil enseñar seguridad en las escuelas porque los niños, incluso los del mismo grado, varían en su disposición para manejar situaciones de tráfico, como eligiendo un momento seguro para cruzar la calle. Los padres son figuras centrales en la educación sobre la seguridad de los niños ya que tienen las mejores oportunidades para evaluar sus habilidades y enseñarles comportamientos seguros en la vida diaria. Los niños entre los 7 y 8 años de edad pueden empezar a aprender comportamientos peatonales seguros más complejos. Sin embargo, siempre deben estar con un adulto mientras caminen cerca del tráfico.

La mejor manera para que los niños aprendan a cruzar la calle de forma segura es practicando con un adulto. Recuerde que aunque su hija/hijo ha aprendido cómo cruzar la calle de forma segura, no significa que ella/él puede tomar buenas decisiones sobre su seguridad. Para asegurarse de que su hijo esté listo para el próximo paso de aprender cómo cruzar la calle, practique buenos comportamientos peatonales en casa.

Camine por una ruta en su barrio que tenga aceras, preferiblemente en los dos lados de la calle, y un paso peatonal. Los niños van a aprender específicamente sobre los pasos peatonales en la próxima lección, pero es útil empezar a mostrarles cómo cruzar un paso peatonal de forma segura si hay uno en su barrio.

Pregúntele a su hija/hijo lo que aprendió en la escuela sobre cómo cruzar la calle de forma segura. Practique los 5 pasos para cruzar la calle de forma segura. Utilice el diagrama en la otra página y ofrezca pistas si su hija/hijo necesita ayuda.

1. ENCUENTRA A UN ADULTO para cruzar la calle contigo.
2. ENCUENTRA UN LUGAR SEGURO PARA CRUZAR – uno que esté libre de barreras como árboles o arbustos. Cruza donde sea fácil ver los vehículos que van en la calle.
3. PARA EN EL BORDE de la calle. (Pregúntele a su hija/hijo qué es el borde de la calle y qué debe hacer si hay coches estacionados)
4. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. (Mira a la izquierda, a la derecha y a la izquierda de nuevo). Espera a que no venga ningún coche y empieza a cruzar la calle.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico. Al cruzar la calle, camina, no corras.

Practique los 5 Pasos Seguros otra vez. Encuentre un sitio seguro para cruzar la calle y practique diciendo los pasos en voz alta mientras cruzan juntos.

¡Repita la lección en cada oportunidad que tenga!



# Let's Go Walking



Name \_\_\_\_\_

## Child Assessment

1. Who should be with you when you cross a busy street?

**A**  **Your friends**

**B**  **An adult**

**C**  **A classmate**

2. Mark the bubble under the picture that shows a safe place to cross the street.



**A**



**B**



**C**

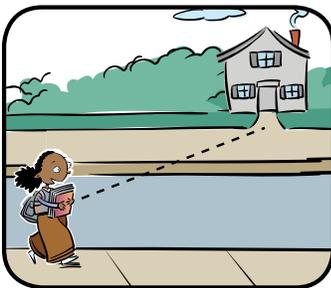
3. Where should you look before crossing the street?

**A**  **Right-left-right**

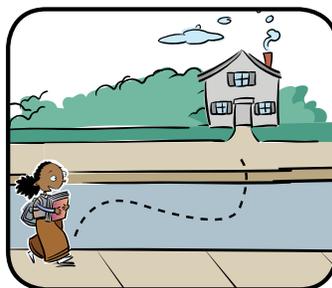
**B**  **Up-down-up**

**C**  **Left-right-left**

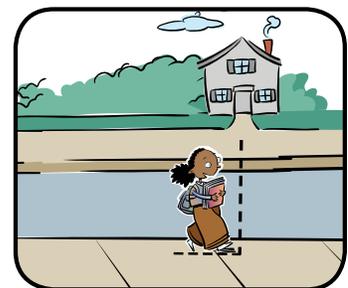
4. Mark the bubble under the picture that shows the best path across the street.



**A**



**B**



**C**

# Instructor's Question and Answer Key



Administer the child assessment worksheet.

## Questions:

1. Who should be with you when you cross a busy street?
2. Mark the bubble under the picture that shows a safe place to cross the street.
3. Where should you look before crossing the street?
4. Mark the bubble under the picture that shows the best path across the street.

## Answers:

1. B
2. A
3. C
4. C