



## 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 Objective

The objective of this lesson is to review the basic concepts of crossing a street safely. At this maturity level children should know the steps for safely crossing the street, but they may rush through them without fully thinking them through. Instructors may want to allow children to go through the steps as if children were teaching a younger child.

The children will be able to:

- Use care and caution when crossing neighborhood streets.
- Recognize that they need to set an example for younger children.
- Identify and demonstrate the five steps to crossing a street.

### Why This Lesson is Important

Walking is an important skill for children to learn as it will help them to maintain a healthy, active lifestyle into adulthood. Being a smart pedestrian is an important step in the evolution of independence and autonomy, especially through developed decision-making skills. These skills are needed for children to arrive safely to school whether on foot, or to access a bus stop. Furthermore, children who learn traffic awareness and safety skills at an early age are likely to apply these skills and concepts to their motorist behaviors in later years.

## Essential Standards

<p>PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.</p> <p>4.MEH.1.2: Implement healthy strategies for handling stress, including asking for assistance.</p> <p>4.L.1.3: Explain how humans can adapt their behavior to live in changing habitats.</p> <p>4.G.1.4: Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.</p> <p>4.G.1.2: Explain the impact that human activity has on the availability of natural resources in North Carolina.</p>	<p>PE.5.HF.3.2: Implement strategies to achieve health-related physical fitness.</p> <p>PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.</p> <p>5.NPA.3.2: Explain the benefits of regular physical activity on physical, mental, emotional, and social health.</p> <p>E.En.2.5.5: Explain how human activities affect air quality.</p>
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## Common Core

<p>CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
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## Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
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# Crossing Streets Safely

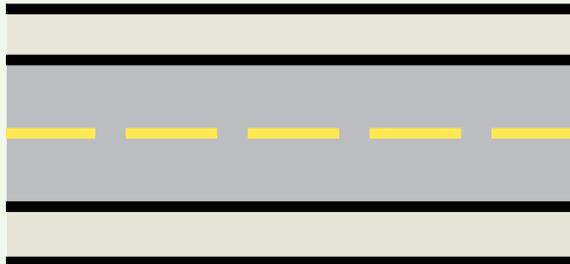
## Materials

- Masking tape, rope, tall boxes, or other material to create a model street
- Street Safety Scenario Pictures
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

## 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 B. 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. Identify a Safe Place to Cross the Street
2. Stop at the Edge
3. Look and Listen for Traffic
4. Cross Quickly and Safely
5. Be Very Cautious in Bad Weather
6. Be a Role Model

## Introduction

The instructor will...

- Identify reasons for crossing the street.
- Explain the importance of setting an example for younger children.
- Define a “mid-block” crossing.
- Evaluate the safety of crossing different types of streets.

*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 instructor names a nearby quiet, residential area).*

*Why do you think it is important to cross the street safely?*

- *For my own safety, and*
- *To show other children and even adults how to cross streets safely.*

*In this lesson, when we talk about crossing the street we are talking about crossing the street at mid-block. Raise your hand if you think you know what it means to cross at mid-block.*

- *Mid-block means the “middle of the block.” It is when we are at a place along the street that is not a corner or an intersection.*

*When we talk about crossing streets safely, we are also talking about a specific kind of street. Look at these pictures of different streets. Give me a thumbs up or thumbs down to tell me if it is a good or bad idea to try to cross them.*

***[Instructor displays each Street Safety Scenario Picture and has children give characteristics that make a scenario dangerous to cross]***

*(Potential answers include heavy traffic, traffic moving at high speeds, many lanes of traffic.) Which of these streets would be safest to cross?*

***[Instructor shows the model street.]***

*Let’s imagine that we are going to be teaching a younger child to cross the street for the first time. This is the sidewalk next to the street, and this is the actual street. As we talk about the steps to crossing the street, we are going to practice together. Stay with me as we talk through each step. We are not going to rush because we need to be good role models for younger children.*

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

The instructor will:

- **Define and explain types of “visual barriers.”**

*Now that we know different types of streets, and we are on a street that is safe to cross, we have to remember that it is not safe to cross at every place on the street. You have to find a safe place to cross.*

*How do you know where it is safe to cross?*

- *A safe place is where you can see clearly in both directions.*

*Raise your hand if you know what we call something that makes it hard for you to see or makes it hard for cars to see you.*

- *A visual barrier.*



What are some examples of visual barriers?

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

Why would a younger sibling need to be extra cautious about visual barriers?

- They are smaller, so it is difficult for them to be seen.

What should you do if you want to cross the street, but you 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. If you must cross where there is a visual barrier, carefully walk to the edge of the barrier, so that you can look in all directions for cars before crossing.

Let's all find a safe place to cross on our model street. When you have found your spot, put your hands on your hips, so that I know you are ready.

**[Boxes or trash cans should be located near the sidewalk as a visual barrier. Children locate safe place to cross on the side of the model street. Instructor watches and helps guide children having difficulty finding a safe place to cross. After children place hands on their hips, have them explain why they have chosen this place.]**

## 2. Stop at the Edge

The instructor will:

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

What is the next thing we need to think about before crossing the street?

- Find the edge of the street.

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.

Before we find the edge, let's imagine that I decided to cross further down the street.

**[Instructor goes to a position where the visual barrier is directly in his/her line of sight.]**

You can see that there would be a large barrier in my way. I cannot see one direction down the street? What do you think I should do?

- Find a safe place to cross that is free of visual barriers.

What if there is not a safer place to cross? What should I do?

- Move to the second edge, just beyond the barrier, so you can see cars coming.

Watch as I stop at the second edge.

**[Instructor demonstrates.]**

I don't step further than I need to, just to see around the visual barrier. Before I step into the road, I always check first to make sure I am safe. Don't cross just yet, but wait at the second edge.

## 3. Look and Listen for Traffic

The instructor will:

- Emphasize and practice the Left-Right-Left Procedure for checking traffic.
- Discuss senses a child may use when crossing the street.

Great! We have stopped at the edge of the street. What is the most important thing to do before crossing the street?

- Look left-right-left.



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

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

Why do we look left first?

- On a typical street, that is the direction that the traffic closest to us is coming from.

Then, why do we look right?

- To see if traffic is coming from the opposite direction.

Why do we look left again?

- Because cars can move fast, and we want to make sure it is still safe to cross.

What sense are we using when we are looking left-right-left for traffic? What other senses should we be using when we are trying to cross the street?

- Sight, and we should also use hearing

What are some of the sounds we should be listening for?

- Car engines, horns, sirens, etc.

What should I do if I hear one of those sounds?

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

Good! Let's all look left-right-left again and listen while we do it. I don't see any traffic and I don't hear any traffic. The street is clear, so I am going to start to cross the street.

#### 4. Cross Quickly and Safely

The instructor will:

- Explain how and why children should walk (not run) across the street in a straight line.
- Analyze why walking in a straight line is shorter than walking diagonally.

Now as we cross the street, I want to make sure you are remembering how to safely move across the street.

- You are walking. You should never run because you may trip and fall.
- Your head is up, and you are looking left-right-left. You should also be listening for traffic while you cross – this means you should not be using any devices (cell phone, Mp3 player) or wearing ear buds.
- You are walking straight across the street.

**[Instructor measures the distance across the street at a perpendicular and measures the street at a diagonal. Write these two numbers on a chart or chalkboard.]**

Why should I walk across the street in a straight line?

- It is less distance to cross in a straight line. If you cross at a diagonal, you spend more time in the street so there is more risk of being hurt.
- Also, drivers expect a pedestrian to cross a street in a straight line.

Good, we've learned the basic principles to crossing the street safely.



## 5. Be Very Cautious in Bad Weather

The instructor will...

- Explain how adverse weather conditions can impede driver's ability to see and stop for pedestrians.
- Describe extra precautions a pedestrian should take when crossing the street in bad weather.

*Today the weather is good, but what if it were raining or snowing? How do you think wet or icy conditions affect drivers?*

- *It is more difficult for them to stop.*
- *They can't see as well.*

*An important thing to think about when crossing the street is what drivers can see and do. When the weather is bad, drivers may have difficulty seeing you or may not be able to stop as quickly. Have you ever slipped on some ice? When it's raining or snowing, it's also very slippery for cars. Can you see very well out of a car when it's raining or snowing?*

- *No.*

*Besides rain and snow, what else can make it difficult to see out of a car?*

- *When it's dark outside, or*
- *When the sun is shining in your eyes.*

## 6. Be a Role Model

*Let's talk about a serious situation. What if a younger child attempted to run across the street? What could you do?*

- *Offer to cross with the child by calling him/her back. Remind him/her to wait for you to begin crossing.*
- *Make sure that you do not run after him/her. Always stop at the edge.*
- *Make sure to show the child how to cross using the steps for crossing the street safely.*

## 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. Practice the 5 steps using the model street with instructor guidance (10 minutes).

The instructor should individually call on children to cross the street. The instructor should assess the child's ability to follow directions, verbalize their actions, and make decisions based on scenarios that may occur when crossing the street. Having volunteers on hand to act as cars and emergency vehicles can enhance the scenarios. If time permits, the instructor can have older children pair up with younger children to demonstrate safe behavior to the younger children.

## Review (optional)

- **Time:** 5 minutes

The instructor will...

- Review the five safety rules for crossing the street by showing a short video *Let's Go Walking! Crossing Streets Safely* (approx. 4 minutes) and repeating the key concepts from the lesson.
- Review the importance of being a safe role model for younger children.

*Let's review all that we have learned today. What do we first do before crossing the street?*

- *Find a safe place to cross with no visual barriers.*

*Once you locate a safe place to cross, what do you do?*

- Stop at the edge.

*What should you do before crossing the street?*

- Look left-right-left and listen for traffic

*Finally, how should we cross the street?*

- Walk in a straight line and continue to look and listen for traffic.





## Suggestions for a Balanced Curriculum

Grades  
**4-5**  
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.*

### Science

#### Community Problem Solving

Pollution is a major issue. Each year, many thousands of tons of toxic chemicals are put into the water, air and soil. In the United States, the Environmental Protection Agency (EPA) is trying to protect ecosystems by establishing air quality standards for pollutants that come from automobile exhaust, such as:

- **Smog:** From a combination of the words “smoke” and “fog.” Smog is a visible air pollution created from smoke, fog, suspended particles, and chemical fumes. Photochemical smog occurs when strong sunlight reacts with air pollution such as the hydrocarbons and nitrogen oxides released from vehicles and power plants. The sun “bakes” the chemicals into a brownish-orange haze often seen in the skies above large cities.
- **Particulate matter:** When levels of particulates are elevated above the national standard, it can adversely affect mental development and performance, kidney function, and blood chemistry. Young children are particularly at risk due to the increased sensitivity of young tissues and organs.

The two biggest air quality problems in North Carolina are **ground-level ozone** (the main ingredient in “smog”) and **particle pollution** (particulate matter). Much of the problem is due to emissions from cars and trucks. The following cities in North Carolina participate in “Air Quality Action Days.” This is a public outreach and education program with a goal to reduce air pollution through voluntary actions by individuals and organizations. Use the website at [www.ncair.org](http://www.ncair.org) for the latest information and to fill in the table below using data from the closest monitoring station in your area:

**Ozone Monitor Statistics (Highest Monitor / Day)**

	2000					2005					2010				
<i>Example:</i>															
Charlotte	1	2	24	62	64	0	1	16	67	130	0	1	16	86	111
Fayetteville	0	0	7	60	86	0	0	9	50	155	0	0	2	66	146
My Area:															
_____															

**Green** – No health effects are expected.

**Yellow** – Unusually sensitive people should consider limiting prolonged outdoor exertion.

**Orange** – Unhealthy for sensitive groups: Active children and adults, and people with respiratory disease should **limit** prolonged outdoor exertion.

**Red** – Unhealthy: Active children and adults, and people with respiratory disease such as asthma should **avoid** prolonged outdoor exertion; everyone else, especially children should **limit** prolonged outdoor exertion.

**Purple** – Very Unhealthy: Active children and adults, and people with respiratory disease such as asthma should **avoid** all outdoor exertion; everyone else, especially children should **avoid** prolonged outdoor exertion.

Is air quality (ozone levels) getting better in your area? How do you know?

We all have the power to improve air quality through our actions. Brainstorm some things that you can do:

- Take the bus, carpool, or combine trips,
- Bike or walk to your destination,
- Avoid drive-through's at restaurants,
- Conserve electricity by turning off appliances when not in use, and
- Conserve electricity by asking parents to set the thermostat to the highest comfortable temperature.

## Healthful Living

Have children identify their schedules and modify the list to add physical activity to their week to create an Activity Plan. Walking to destinations is a great way to add physical activity to a busy schedule. Create a week-long calendar that breaks each day down by the hour between 5 a.m. and 9 p.m. Have children:

- Fill in activities and obligations.
- Highlight time slots that already have physical activity built in (soccer practice, walking to school, walking the dog).
- Identify time slots available for physical activity.
- Add physical activity of their choice to days where it is lacking.
- Identify ways they could add physical activity to time they have committed to other obligations (i.e. walk to church instead of drive).
- Share their calendar with their parents/guardians and include at least one family physical activity per week to incorporate into the Activity Plan.



**1**

**Street Safety Scenario Picture**



## 2

## Street Safety Scenario Picture



3

### Street Safety Scenario Picture



# 4

## Street Safety Scenario Picture





### Crossing Streets Safely

This week in school your child learned...

How to cross streets safely:

1. IDENTIFY a safe place to cross, avoiding barriers.
2. STOP at the edge or curb of the street.
3. LOOK AND LISTEN for traffic. Look left, right, left for traffic. Remember to look left-right-left to make sure the road is clear.
4. WAIT until there is no traffic coming.
5. CROSS IN A STRAIGHT LINE and keep looking and listening for traffic.
6. WALK, don't run across the street
7. REMEMBER that you are now a role model for younger, less experienced children.

#### Remember:

Your child is starting to show that he/she understands what safe behavior is and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk near or around traffic.



Did you know?

Children develop the ability to understand and make decisions about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

#### Children in fourth and fifth grade:

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

# PRACTICE AT HOME!

## Crossing Streets Safely

Children ages 9-10 can gradually learn more complicated pedestrian safety tasks. Even though they are older, they should be with an adult while walking near or around traffic until they routinely demonstrate safe pedestrian skills and have your permission to walk without an adult.

The best way for children to learn is by repeating safe street-crossing skills with an adult. As your child grows, revisit these safety issues often to make sure he or she is still practicing safe pedestrian behavior.

Parents can begin to test their children's capabilities and judgment to determine if they can walk on their own. Have your child lead you on a walk in your neighborhood.

Have them act out each step and explain the reason for each action as they lead you on your walk, reviewing the steps for crossing streets safely:

1. Find a safe place to cross – one that is free of barriers like trees or parked cars. Cross at a crosswalk if there is one.
2. Stop at the edge of the curb or street.
3. Look and listen for traffic in all directions. (Look left, right, and left again.)
4. Cross quickly and safely in a straight line. Do not run.
5. Be cautious in bad weather.
6. Be a role model for younger children.

Practice the 6 Safe Steps. 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! When you are confident of your child's ability to walk and cross streets safely, consider allowing them to gradually become more independent when walking.





## Consejos para Padres/Cuidador Principal

### Cómo cruzar las calles de forma segura

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

Cómo cruzar la calle de forma segura:

1. IDENTIFICA un lugar seguro para cruzar, evitando barreras visuales.
2. PARA en el borde de la calle.
3. MIRA Y ESCUCHA para ver si hay tráfico. Mira a la izquierda, a la derecha y a la izquierda otra vez para ver si viene algún coche. Acuérdate de mirar a la izquierda, a la derecha y a la izquierda de nuevo, para asegurarte que no vienen coches.
4. ESPERA a que no venga ningún vehículo.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico.
6. CAMINA, no corras al cruzar la calle.
7. RECUERDA que ahora eres un modelo para los niños más pequeños y con menos experiencia.



#### Recuerde:

Su hija/hijo está empezando a demostrar que entiende lo que significa un comportamiento seguro y por qué es importante. Ayude a su hija/hijo a trabajar en su autonomía y a reforzar comportamientos peatonales seguros, practicándolos con ella/él cada vez que caminen cerca del tráfico.

¿Sabía usted que...?

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

#### Los niños en cuarto y quinto 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!

## Cómo cruzar las calles de forma segura

Los niños entre los 9 y 10 años de edad pueden aprender medidas de seguridad peatonal cada vez más complicadas. Sin embargo, deben estar con un adulto mientras caminen cerca del tráfico, hasta que le demuestren rutinariamente comportamientos peatonales seguros y usted les dé permiso de caminar sin un adulto.

La mejor manera para que los niños aprendan a cruzar la calle de forma segura es practicando con un adulto. A medida que su hija/hijo crezca, repasen a menudo estos conceptos de seguridad para asegurarse que ella/él siga practicando los comportamientos peatonales seguros.

Los padres ya pueden empezar a evaluar los comportamientos y el juicio de sus hijos para decidir si pueden caminar solos. Pasee con su hija/hijo y pídale que lo guíe por el barrio.

Pídale que le muestre cada paso y le explique la razón de cada acción mientras lo guía por el paseo, repasando los pasos para cruzar las calles de forma segura:

1. Identifica un lugar seguro para cruzar – uno que esté libre de barreras visuales como árboles o coches estacionados. Usa un paso peatonal cuando haya uno.
2. PARA en el borde de la calle.
3. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. (Mira a la izquierda, a la derecha y a la izquierda otra vez.)
4. Cruza la calle en línea recta, rápidamente y de forma segura. No corras.
5. Ten cuidado durante el mal tiempo.
6. Sé un modelo para los niños más pequeños.

Practique los 6 pasos de seguridad. Encuentre un lugar seguro para cruzar la calle. Intente decir los pasos en voz alta al cruzar juntos la calle.

¡Repita la lección en cada oportunidad que tenga! Cuando usted esté seguro de la capacidad de su hija/hijo de caminar y cruzar las calles de forma segura, considere dejarla/lo ser más independiente al caminar.





Name \_\_\_\_\_

## Child Assessment

1. You are going to cross the street in front of the school but a row of parked cars is blocking your view. What should you do?

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2. You see a young child trying to cross the street to get to school. What should you do?

- A**  Carry the child's books.
- B**  Be a good role model by taking the child's hand and help him/her cross safely to the other side.
- C**  Walk directly to school to get help because the child is not safe.

3. Explain why when you cross the street, you should always look left first, then right, then left again.

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4. How can you be extra cautious if you must walk to school in rainy weather?

- A**  Ride your bicycle instead.
- B**  Carry an umbrella.
- C**  Wear bright colors.

# Instructor's Question and Answer Key



Administer the child assessment worksheet.

## Questions:

1. You are going to cross the street in front of the school but a row of parked cars is blocking your view. What should you do?
2. You see a young child trying to cross the street to get to school. What should you do?
3. Explain why when you cross the street, you should always look left first, then right, then left again.
4. How can you be extra cautious if you must walk to school in rainy weather?

## Answers:

1. Move carefully out to the edge of the parked cars and use that as a second "edge" to look for traffic. When it's clear, look left-right-left, and cross the street quickly and carefully.
2. B - Be a good role model by taking the child's hand and help him/her cross safely to the other side.
3. Look left first because that is the direction that traffic closest to us is coming from; look right to see if traffic is coming from the opposite direction; look left again to make sure it is still safe to cross on the side where traffic is moving closest to us.
4. C - Wear bright colors.