



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 objectives of this lesson are to teach children simple skills for crossing intersections safely and to teach them several iconic traffic signals to aid in their understanding. At this age, it is important to emphasize that intersections are tricky places for children to cross because there is traffic approaching in several different directions, and children cannot easily interpret driver behavior.

The children will be able to:

- Demonstrate safe behavior while approaching and crossing an intersection.
- Recognize and interpret signs and signals.

Why This Lesson is Important

Second and third graders move on to a more complex set of skills and rules as they are able to grasp more information about laws, traffic signs, and safety concepts. This lesson covers the basics of intersections, including signs, signals and crosswalks. Children will learn what they should do when they encounter an intersection when walking with an adult or responsible person.

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.C.2.1: Use improvisation to communicate activities in a variety of situations.</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.c.2.1: Use improvisation to present a variety of simple stories or situations.</p>
--	---

Common Core

<p>CCSS.Math.Content.2.MD.A.4: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>CCSS.Math.Content.2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>CCSS.ELA-Literacy.SL.2.4 : Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>CCSS.Math.Content.3.MD.A.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>CCSS.ELA-Literacy.SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
--	---

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>
--

Crossing Intersections Safely

Grades

2-3

Lesson 3

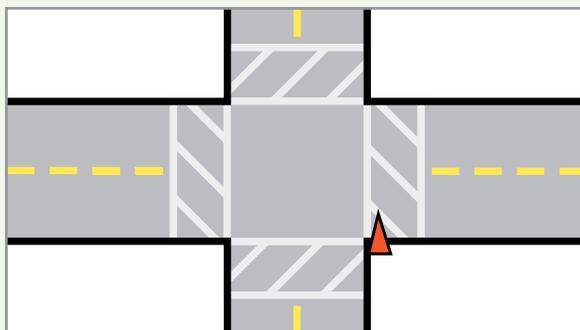
Materials

- Cones, tape, yard stick, paper (red, yellow, green), and other materials to create a model intersection
- Picture Cards (Intersection, Crosswalk, Stop Sign, Traffic Light, Pedestrian Signal)
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Preparation

Using the materials listed above, create a model intersection. Use masking tape to create a 4-way stop. Eight long strips of tape are needed for the streets, and short strips are needed to create the dashed lane marking in the middle of the street. Create street signs and traffic signals using paper, yard sticks, and cones. Create simple crosswalks to emphasize safe crossing areas.

Example:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best intersection 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 Intersections Safely** Video.

Part 1 – Discussion and Demonstration

► Time: 15-20 minutes

1. Identify a Safe Place to Cross the Street and Taking an Adult's Hand
2. Stop at the Edge
3. Look and Listen for Traffic
4. Look for Traffic Signals
5. Cross Quickly and Safely



Introduction

The instructor will...

- Review steps to crossing the street.
- Explain the importance of children crossing the street with an adult or older sibling.
- Define and discuss “intersections” and “crosswalks.”

We have talked before about crossing roads and streets. Let’s review the rules for crossing the street by singing the “Crossing the Street” song.

[Display song. Together, instructor and children sing the song to review steps for crossing the street from Lesson 2.]

When we crossed streets before, it was only one road. Today, we are going to learn to cross an intersection. An intersection is where two or more streets meet each other.

[Display “Intersection” Picture Card.]

Let’s pretend that this is an intersection. You can see the two roads as they cross each other. You will also notice some street signs and a traffic light, or stop light, in the intersection. They help direct traffic. There are also crosswalks painted across the road. These are special areas on the road that show where you should walk once you are sure the road is clear to cross.

[Display “Crosswalk” Picture Card.]

1. Identify a Safe Place to Cross the Street and Taking an Adult’s Hand

If I am walking on a sidewalk and come to an intersection, I usually have already found a safe place to cross. The safest place to cross an intersection is at the crosswalk, or the corner of the intersection. Even if there is no painted crosswalk, crossing at the corner is safe because this is where drivers expect to see pedestrians crossing the street.

Cars are going to be moving from the left, right, in front, and behind you. We will pretend that there are cars moving along our intersection, so we will be extra cautious when crossing.

One of the most important parts of this song is to always take an adult’s hand when crossing the street. Remember adults or older siblings are taller, and they can help keep us safe as we cross the road. This will be very important to remember as we learn more about crossing streets today.

2. Stop at the Edge

Before I cross the intersection, I stop at the “edge” or the curb. This is the place where the sidewalk ends and the street begins.

3. Look and Listen for Traffic

When I reach the edge, I am going to look and listen for traffic. I will look left-right-left. Who remembers why I need to do this?

- To see if cars are coming from both directions.

Let’s pretend that I look left. It is clear. Then, I look right. It is clear. Last, I look left again. Uh oh! A car is coming! What should I do?

- Stop and wait!
- Start over and look left-right-left until all directions are clear.

I just modeled what I should do if I am crossing only one street, but I am crossing an intersection. Are there any other directions that are important for me to consider when crossing an intersection?

- Cars could be coming from in front of me and behind me.



Why do we need to consider these directions also?

- To see if cars are turning onto the street where we want to cross.

Cars sometimes change their directions by turning. It is important to make sure all four directions are clear before crossing the street. Just be patient, keep your head up, and keep watching in all directions for cars to make sure it is safe to cross.

4. Look for Traffic Signals

- The instructor will...
 - Explain how traffic lights work.
 - Describe what Walk/Don't Walk signals do.
 - Define red as a warning color.
 - Describe the procedure for crossing the street cautiously during the white signal phase.

That's not all that I need to look for, though.

Intersections often have signals that the drivers look at to know when it is their turn to drive their car across the intersection. They also have signals that pedestrians should look at to know when it is their turn to cross.

Let's look at some of these signs and signals so we will know when it is our turn to cross.

[Display "Stop Sign" Picture Card.]

What sign is this and what does it tell me?

- Stop signs tell cars that they need to stop and see if it is clear to continue. Once the car driver has come to a stop and checked all directions for other cars, the car may cross the intersection.

Great!

[Display "Traffic Light" Picture Card]

What does this traffic signal do?

- Traffic Light colors tell cars when they need to slow down (yellow), stop (red), and go (green).

Finally, **[Display "Pedestrian Signal" Picture Card]** what does this traffic signal tell us?

- The pedestrian signal displays "Walk" or "Don't Walk" to tell drivers and pedestrians when it is the walkers' turn to cross.

Let's talk about the pedestrian signal.

- Sometimes, you will see a red hand on the "Walk/Don't Walk" signal. This is the "Don't Walk" part of the signal. Red is a warning color. It means stop. If a signal displays red, it means that it is not safe to cross the street. You should stop at the edge of the sidewalk and wait until the white "Walk" signal is displayed.
- Sometimes, you will see a signal that is white and looks like a person walking on the "Walk/Don't Walk" signal. This is the white "Walk" part of the signal. This means that it is our turn to cross. This does not always mean that traffic has stopped and that it is safe, though. We need to be sure we are still looking in all directions and listening for traffic when we cross with the white "Walk" signal.
- If the "Walk/Don't Walk" signal has numbers, they are counting down to zero, telling us how many seconds we have to cross the street. If the white "Walk" signal is showing, there is time to walk across the street safely, so never run across the intersection.
- If you start crossing while the white "Walk" signal is showing and it turns into a flashing red hand or a red hand with numbers, keep walking. You will have enough time to cross. Do not turn around and go back.



- If the “Don’t Walk” red hand signal is flashing, but shows countdown numbers, **DO NOT** begin to cross. Red is a warning color. There is not enough time to make it across the street safely.

Remember that even if all the signals say it is our turn to cross, only the adult you are walking with can decide if it is really safe. You need to keep your head up, looking and listening for traffic at all times to make sure you are safe.

If the signals change before we’ve decided that it is safe to cross, don’t worry. Just wait until it is our turn to cross with the white “Walk” signal again. It won’t be long, and it is better to be safe.

Watch as I look at the street signs and decide when it is best to cross the street.

[Instructor has child/assistant helper display Pedestrian Signal, and if appropriate count backwards, as she demonstrates crossing the model intersection.]

I see the Pedestrian signal is red. I am stopped and waiting at the edge. Now, I see that the pedestrian signal has a white walking symbol. I will first check left-right-left, then in front and behind me. I listen for cars also. If it is clear, I will begin to cross the intersection.

5. Cross Quickly and Safely

As I cross, I am going to keep my head high, make eye contact with drivers so I know they see me, and watch for cars in all directions. I will also move straight across the street. Notice how I am walking straight – not at a diagonal. This will help me get across in the shortest amount of time.

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

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.

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

Standby Activity Option

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

- Practice safely crossing an intersection and demonstrate understanding by playing “Red Hand, Walking Man” game. (20 minutes).

Great work! Now, it’s your turn! A few of you are going to get the chance to show me how to cross this intersection.

[Instructor will allow several children to demonstrate crossing an intersection using the steps above. The instructor should call out what is happening on the road and give the children verbal cues to help them cross the street safely.]



Let's practice all together by playing one of my favorite games, "Red Light, Green Light." Since we have learned about a new traffic signal, we are going to call my game "Red Hand, Walking Man."

1. Allow all children to line up across a large field or auditorium opposite the instructor.
2. The instructor will call out "Red Hand" for children to freeze at the "edge" of the street.
3. He/she will then call out "Walking Man" for the children to begin walking. For this age level, the instructor should emphasize looking left-right-left before moving, moving in a straight line, and walking at all times (not running). If children do not do these things, they are out!
4. The first child or children to reach the instructor at the "other side of the intersection" is declared the "Crossing the Intersection Champ!"

Review (optional)

- ▶ Time: 5 minutes

The instructor will...

- Have children recall steps for being safe while crossing an intersection and review by showing the *Let's Go Walking!* video *Crossing Streets Safely* (approx. 4 minutes) and repeating key concepts from the lesson.
- Review the walk/don't walk traffic signal.

Let's review all that we have learned today.

Raise your hand if you can tell me the steps to crossing an intersection.

- *Identify a safe place to cross the street and taking an adult's hand.*
- *Stop at the edge.*
- *Look and listen for traffic.*
- *Look for traffic signals.*
- *Cross quickly and safely.*

When I get to an intersection, what does a red hand on the pedestrian signal mean?

- *Stop, do not cross.*

What does a white walking man on the pedestrian signal mean?

- *It may be safe to begin crossing, follow the five steps for crossing an intersection safely.*



Suggestions for a Balanced Curriculum

Grades
2-3
Lesson 3

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.

Mathematics

To learn about the relationship between crossing distance, exposure time, and pedestrian safety, have children compare crossing streets using different distances. You will need a large room or playground area to show distance. Before you get started, ask children to estimate distance — how far is it to cross a residential street (feet)?

Residential Street

Have children assist with measuring out 11 feet with tape or chalk and mark both ends. This is the approximate distance across one lane of traffic on a residential road. Have them measure out another 11 feet to show how far it would be to cross 2 lanes of traffic. Measure out as many as four lanes.

Have children calculate the time it takes to cross one lane of traffic on a residential road versus 2, 3, or 4 lanes. Have them write down the times in seconds on a number line diagram for each crossing. What is this difference in time between crossing two lanes vs. one lane? Three lanes versus one lane? Four lanes versus two lanes?

Collector Street

Have children measure out 14 feet with a tape or chalk and mark both ends. This is the approximate distance across one lane of traffic on a “sub-collector,” a road type which generally carries more traffic than a neighborhood street. Have them repeat the measurements for 14 feet to show how far it would be to cross 2-, 3- and 4-lanes of traffic.

Time children to calculate how long it takes to cross one lane of traffic on a collector road versus 2, 3, or 4 lanes. Have them write down the times in seconds on a number line diagram for each crossing. What is this difference in time between crossing two lanes vs. one lane? Three lanes versus one lane? Four lanes versus two lanes?

Wrap Up

Ask children, if there is a choice, should they cross a 2-lane or 4-lane road? Why? Should they cross a neighborhood street or a collector street? Why?

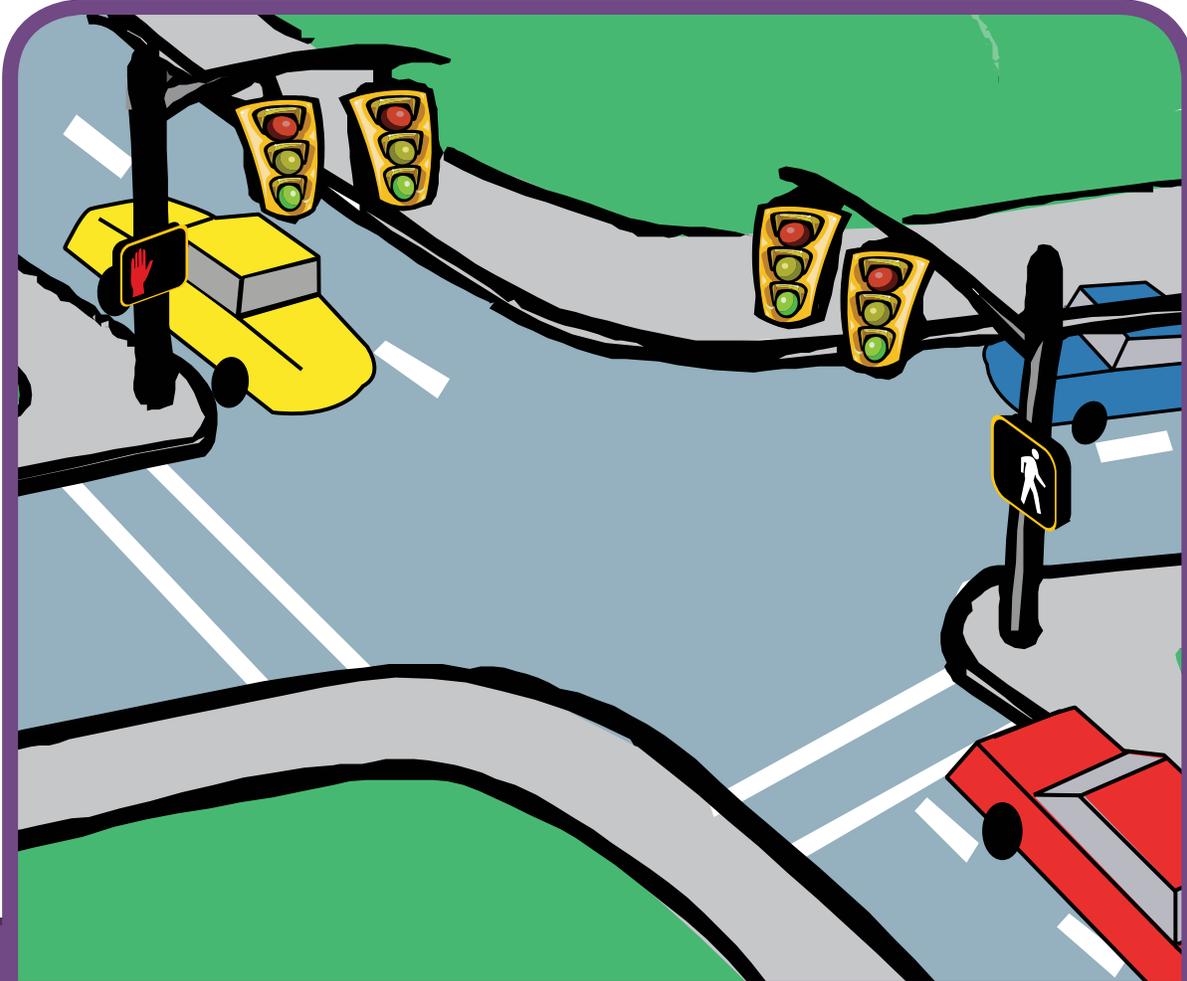
Shorter pedestrian crossings reduce the amount of time a person is in the street. This reduces the amount of time they are at risk of being hit by a car (exposure time).

English Language Arts

Children can work in small groups (2-3 children each) to develop a one- to two- minute skit about pedestrian safety that includes dialogue between the characters. Have them utilize the model intersection, if applicable.

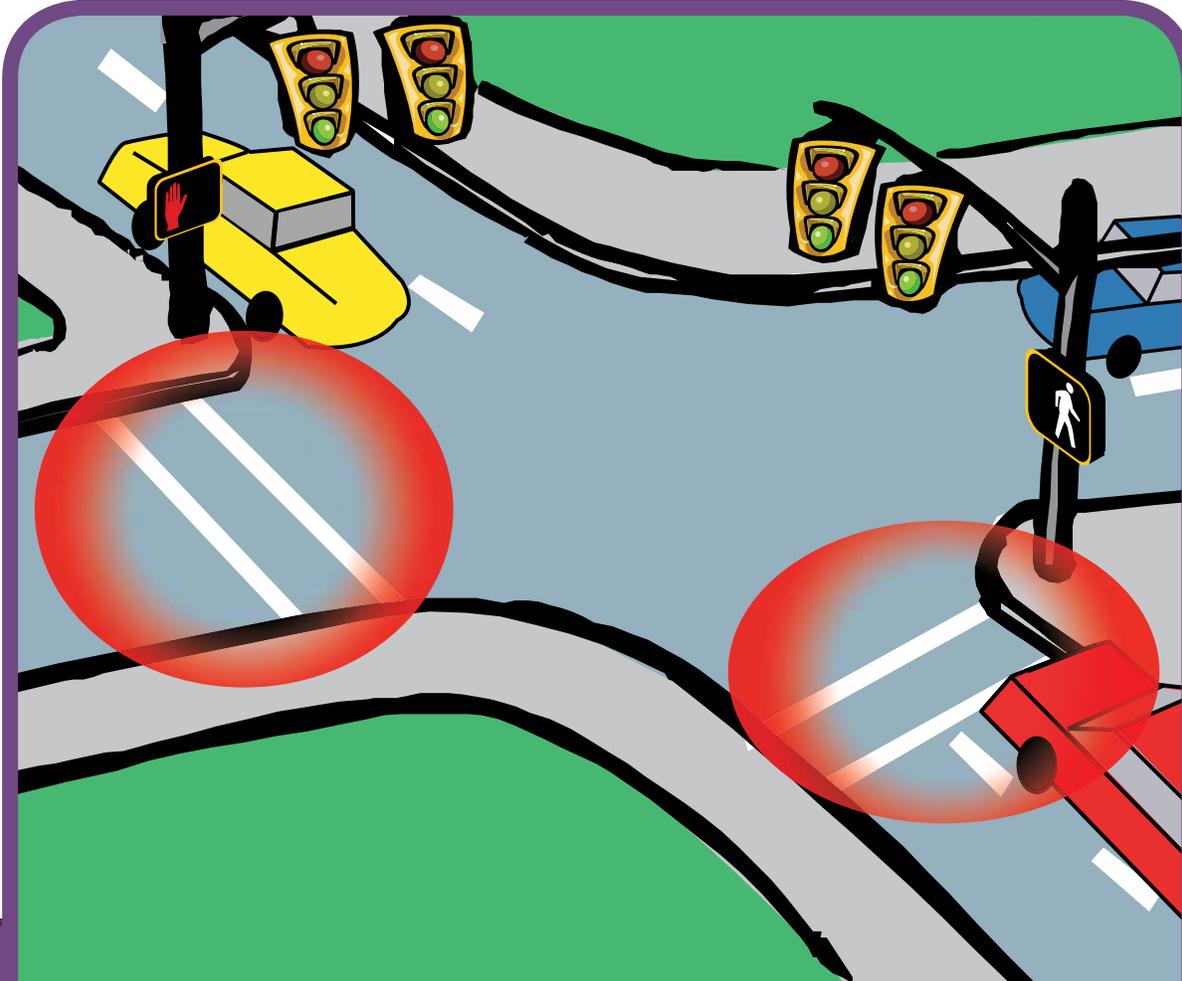
Each group should be assigned to at least one of the 5 steps to crossing intersections safely from Lesson 3. Children should include appropriate vocabulary, descriptive details, and speak clearly.

Picture Card



Intersection

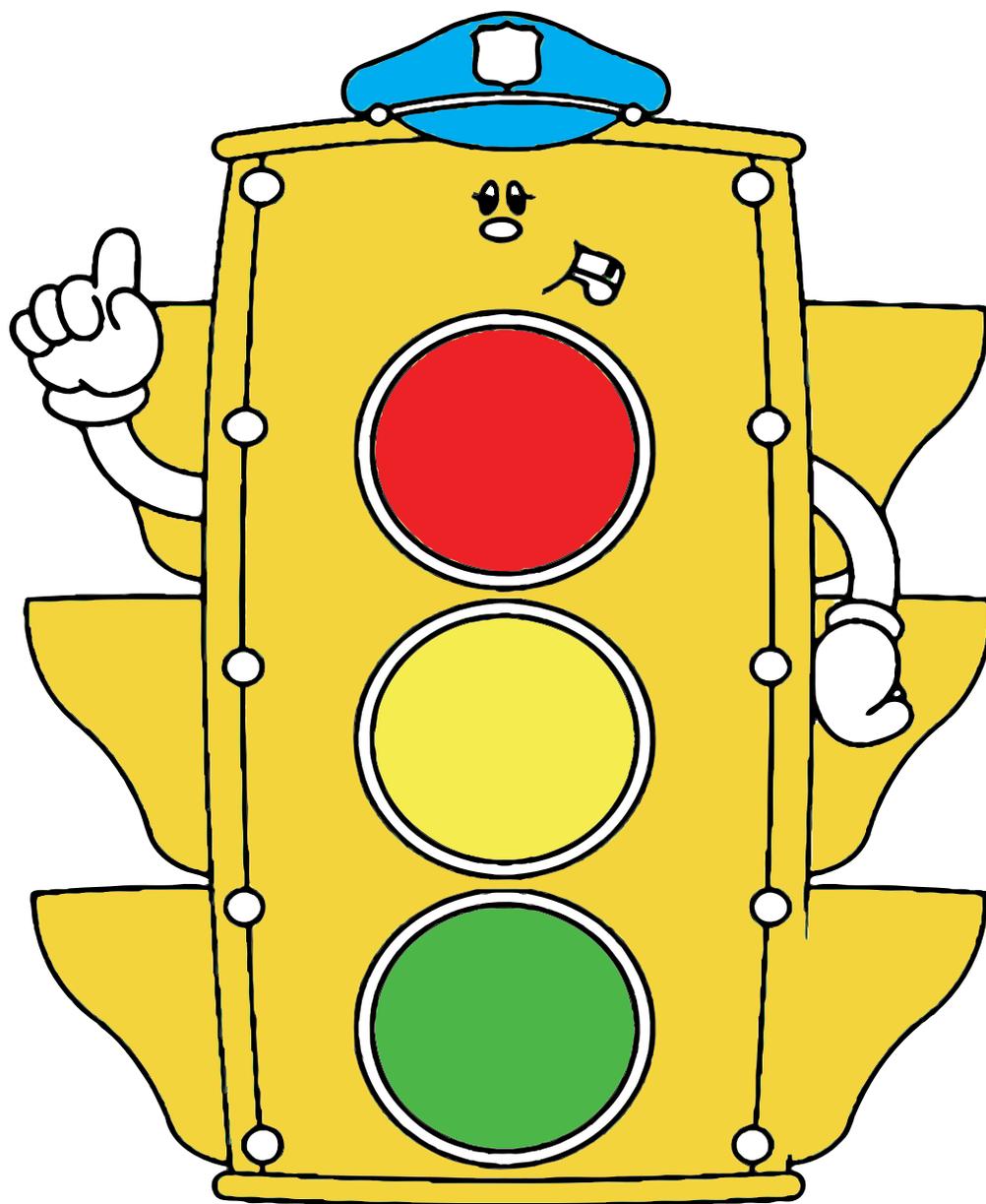
Picture Card



Crosswalk



Stop Sign



Traffic Signal

Picture Card



Walk Signal



**Don't Walk Signal
(Countdown)**

Pedestrian Signal

“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!

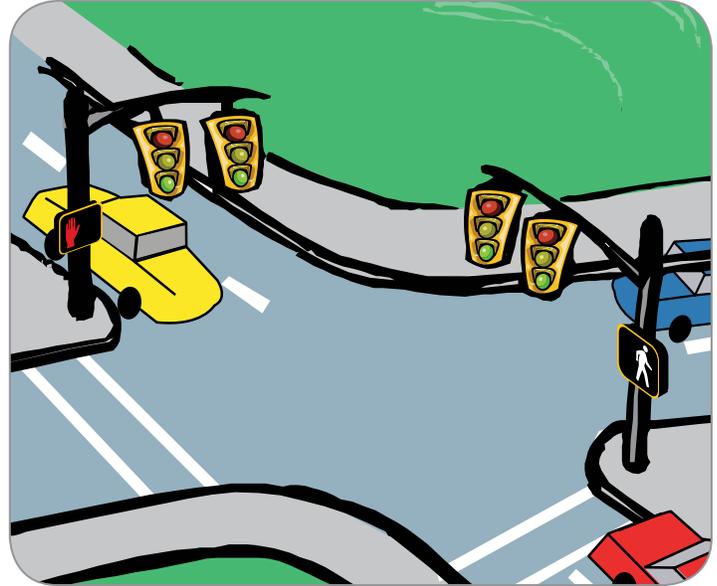


Crossing Intersections Safely

This week in school your child learned ...

How to cross intersections safely:

1. IDENTIFY a safe place to cross. Find a crosswalk whenever possible. Take an adult's hand.
2. STOP as soon as you reach the edge of an intersection or driveway.
3. LOOK for pedestrian traffic signs and signals.
4. OBEY pedestrian signals. Only cross if the white "walking" signal is on.
5. LOOK FOR TRAFFIC SIGNALS to know when it is your turn to cross.
6. LOOK AND LISTEN FOR TRAFFIC. Look left-right-left, in front, and behind.
7. CROSS with the "Walk" signal, when no cars are coming in any direction.



Remember:

Although you might be able to quickly see that it is safe to cross roads or intersections, your child may not know or understand why it is safe. Help them understand and learn safe behaviors by practicing them each time you cross at an intersection.

Looking at the picture, ask your child to explain which direction the cars could be going. Ask your child to explain the difference between the two traffic signals and what they mean. The white "Walk" signal means it is your turn to cross. The red "Don't Walk" signal means that you must wait until it is your turn to cross. Wait and do not step into the intersection.

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, and
- Can learn how to identify traffic and stay focused while crossing the street with help and practice.

PRACTICE AT HOME!

Crossing Intersections 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. 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 such as safely crossing an intersection. 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 an intersection by practicing safe pedestrian skills at home.

Walk around the neighborhood with your child, especially to destinations that they like such as a park, school, or a friend's house. Find a route that has intersections. See if you can find intersections that have a crosswalk and traffic signals for pedestrians.

Ask your child to help identify an intersection. What is an intersection?

- An intersection is where two streets cross each other. This means that traffic can come in 4 different directions.

Ask your child to explain and demonstrate how to look left-right-left, front, and behind.

- First look left. If there are no cars coming, look right. If there are no cars coming check left again. Make sure your chin touches your shoulder, do the "shoulder check." (This helps with peripheral vision.)
- Then if there are no cars, check in front of you then behind you. If there are still no cars, walk slowly into the intersection/driveway.

Ask your child to explain who decides when it is safe to cross.

- Only the adult you are walking with can decide when it is safe. You cannot rely on traffic lights or pedestrian signals to make that decision.

Practice crossing an intersection and then a driveway in your neighborhood.

- Say the steps (left-right-left, front, and behind) out loud. Make sure your child can identify signals/signs and their meanings.
- The "Walk" signal is white and is the shape of a person walking and the "Don't Walk" signal is red and is the shape of a hand.

Repeat the lesson every chance you get!





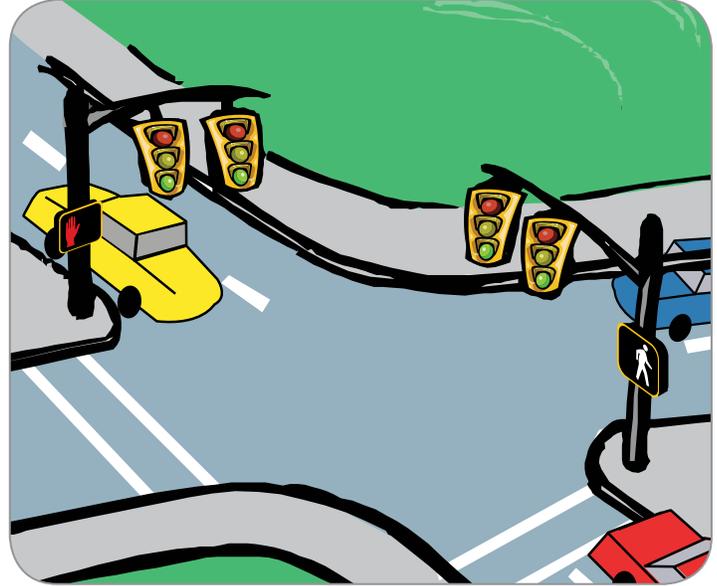
Consejos para Padres/Cuidador Principal

Cómo cruzar intersecciones de forma segura

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

Cómo cruzar las intersecciones de forma segura:

1. IDENTIFICA un lugar seguro para cruzar la calle. Encuentra un cruce peatonal siempre que sea posible. Toma la mano de un adulto.
2. PARA en cuanto llegues al borde de una intersección o entrada para coches.
3. BUSCA señales para peatones.
4. SIGUE las señales para peatones. Cruza la calle sólo si la señal blanca de caminar está encendida.
5. MIRA LOS SEMÁFOROS Y SEÑALES PEATONALES para saber cuando es tu turno de cruzar.
6. MIRA Y ESCUCHA PARA VER SI HAY TRÁFICO. Mira a la izquierda, a la derecha, a la izquierda otra vez, hacia adelante y hacia atrás.
7. CRUZA con la señal de "Walk" (la señal blanca con forma de persona), cuando no vengan coches en ninguna dirección.



Recuerde:

Aunque es posible que usted se dé cuenta rápidamente que es seguro cruzar calles o intersecciones, 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 una intersección.

Mirando la imagen, pídale a su hija/hijo que le explique en qué dirección puede ir los coches. Pídale a su hija/hijo que le explique la diferencia entre las dos señales de tráfico para peatones y lo que significan. La señal blanca de "Walk" (en forma de persona) significa que es tu turno para cruzar. La señal roja de "Don't Walk" (en forma de mano) significa que tienes que esperar hasta que sea tu turno para cruzar. Espera y no entres en la intersección.

¿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 a concentrarse al cruzar la calle.

¡PRACTIQUE EN CASA!

Cómo cruzar intersecciones 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. 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 como cruzando una intersección. 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 una intersección, practique buenos comportamientos peatonales en casa.

Camine por el barrio con su hija/hijo, sobre todo a destinos que a ellos les gusten como un parque, la escuela o la casa de un amigo. Encuentre una ruta que tenga intersecciones. Intente encontrar intersecciones que tengan un cruce peatonal y señales de tráfico para peatones.

Pídale a su hija/hijo que le ayude a identificar una intersección. ¿Qué es una intersección?

- Una intersección es un lugar en el que dos calles se encuentran. Los coches pueden venir de cuatro direcciones.

Pídale a su hija/hijo que le explique y muestre cómo mirar a la izquierda, a la derecha y a la izquierda de nuevo, hacia adelante y hacia atrás.

- Primero mira a la izquierda. Si no vienen coches, mira a la derecha. Si no vienen coches mira a la izquierda otra vez. Asegúrate de que cuando mires en cada dirección te toques el hombro con la barbilla. Esto se llama “una revisión sobre el hombro”. (Hacer esto ayuda con la visión periférica.)
- Luego, si no hay coches, verifica adelante y atrás. Si todavía no hay coches, camina lentamente en la intersección o la entrada para coches.

Pregúntele a su hija/hijo quién decide cuándo es seguro cruzar.

- Sólo el adulto que camina contigo puede decidir cuándo es seguro cruzar. No puedes depender de los semáforos o señales para peatones para tomar la decisión.

Practique cruzar una intersección y luego una entrada para coches en su barrio.

- Diga los pasos (izquierda-derecha-izquierda, adelante y atrás) en voz alta. Asegúrese de que su hija/hijo pueda identificar las señales y lo que significan.
- La señal de “Walk” es blanca y tiene la forma de una persona caminando y la señal de “Don’t Walk” es roja y tiene la forma de una mano.

¡Repita la lección cada oportunidad que tenga!



Let's Go Walking



Name _____

Child Assessment

1. Look at the picture on your paper. Two children are walking toward each other where two streets meet each other. What is the place where two or more streets meet together?

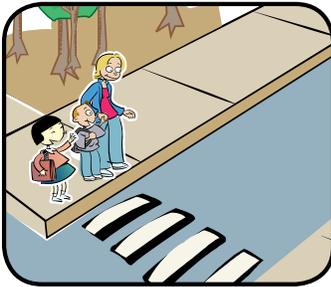
- A Highway
- B Intersection
- C Traffic



2. Where should you look before you cross an intersection?

- A Up-Down and Left-Right-Left
- B Right-Left-Right and Front-Behind
- C Left-Right-Left and Front-Behind

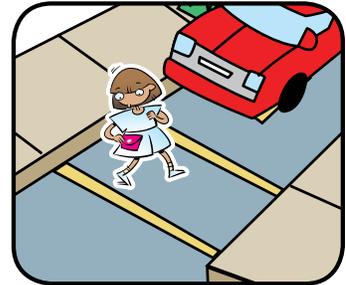
3. Mark the bubble under the picture that shows a child being safe when walking across an intersection.



A



B



C

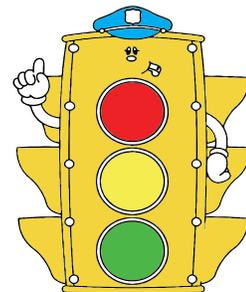
4. Mark the bubble under the picture that shows a pedestrian signal.



A



B



C

Instructor's Question and Answer Key



Administer the student assessment worksheet.

Questions:

1. Look at the picture on your paper. Two children are walking toward each other where two streets meet each other. What is the place where two or more streets meet together?
2. Where should you look before you cross an intersection?
3. Mark the bubble under the picture that shows a child being safe when walking across an intersection.
4. Mark the bubble under the picture that shows a pedestrian signal.

Answers:

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