

Let's Go Walking



Crossing Intersections Safely

Grades
4-5

Lesson 3

Crossing
Intersections 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 objectives of this lesson are to teach children simple skills for crossing intersections safely and to teach them 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

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, on bicycle, or to access a bus stop.

Applicable NC Standards of Learning



Essential Standards

PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.
4.MEH.1.2: Implement healthy strategies for handling stress, including asking for assistance.

PE.5.HF.3.2: Implement strategies to achieve health-related physical fitness.
PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.
5.NPA.3.2: Explain the benefits of regular physical activity on physical, mental, emotional, and social health.

Common Core

CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Guidance

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

Crossing Intersections Safely

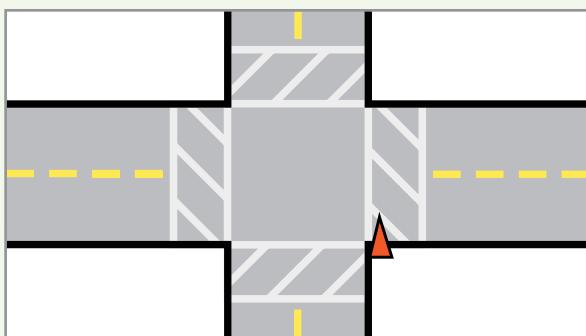
Materials

- Cones, tape, yard stick, paper (red, yellow, green), and other materials to create a model intersection
- Transportation Picture Cards
- 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 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 Intersections 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. Look for Traffic Signs and 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” using prefixes.
- Define and discuss “crosswalks.”

We have talked before about crossing roads and streets.

When we crossed streets before, it was only one road. Today we are going to learn how to cross an intersection. Let's look at the word. Do you notice any smaller words within the large word?

- Intersect

The word “intersect” is made from two prefixes. Let's look at what these two prefixes mean. “Inter” means “between” and “sect” comes from another prefix meaning “to cut.” If we put these parts together, we can get a good idea of what the larger word “intersection” means. What do you think the definition of “intersection” is?

- A place where two or more things cross or meet.

That's right, the origin of the word “intersection” is from a term in geometry meaning “crossroads.” It is where two roads meet each other.

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.

There are also crosswalks at the end of each road. These are special, painted areas on the road that show where you should walk once you are sure the road is clear to cross.

[Show crosswalks on the model street, and use the “Crosswalk” Picture Card to familiarize children.]

We will pretend that there are cars moving along our intersection, so we will be extra cautious when crossing.

1. Identify a Safe Place to Cross the Street

The instructor will...

- Discuss and simultaneously model the steps for crossing an intersection safely.

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 safer because this is where drivers expect to see pedestrians crossing the street.

Watch as I walk toward the intersection. I am on the sidewalk and stopping before I get to the intersection.

2. Stop at the Edge

Before I cross the intersection, remember that I stop at the edge/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? Why do I look left a second time?

- *To see if cars are coming from both directions.*
- *Cars move quickly. We look left again because we are stepping into the street where cars will be coming from the left first.*

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 change directions by turning.*

4. Look for Traffic Signs and Signals

The instructor will...

- Explain how stop and yield signs work.
- 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 "Walk" signal phase.

That's not all I need to look for, though. Intersections often have signs and signals that the drivers look at to know when it is their turn to drive their car across the intersection. They also have signs and 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 know what they mean. What traffic sign is this and what does it tell me?

[Display the "Stop Sign" Picture Card & the "Yield Sign" Picture Card]

- Stop signs tell drivers that they need to stop and see if it is clear to continue. Once the car has come to a stop, and the driver has checked all directions for other cars and pedestrians, drivers may cross the intersection once it is clear.
- Yield signs tell drivers to slow down and look for traffic on the intersecting street. Drivers must stop if there are cars approaching on the intersecting street.

Great. What does this traffic signal do?

[Display "Traffic Signal" Picture Card]

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

Let's look at the different things you might see on a pedestrian signal.

[Display Pedestrian "Don't Walk" Signal Picture Card]

I might see a red hand on the pedestrian signal. What does it mean?

- That means it is not safe to cross. Red is a warning color. This is the "Don't Walk" phase of the signal. You should stay at the edge of the sidewalk and wait until the white "Walk" signal comes on.

If the pedestrian signal has numbers while the red hand is showing, what do you think that means?

- The signal is counting down to zero, telling us how much time is left to cross the street before the signal changes.

[Display Pedestrian “Walk” Signal Picture Card]

Sometimes, you will see a signal that is white and looks like a person walking on the signal. What do you think it means?

- This is the “Walk” phase of the signal. This means that it is our turn to cross.

Should we immediately step into the street when we see the “Walk” signal?

- NO! This does not always mean that traffic has stopped and that it is safe. We need to be sure we are still looking and listening for traffic when we cross with the white “Walk” signal.

For people with visual disabilities, the pedestrian signal may also beep while the “Walk” signal is showing. (There should be a bumpy mat on the sidewalk at the intersection to help a visually impaired person know where the edge is to cross the street.)

[Display Pedestrian “Don’t Walk” Signal Picture Card]

If the pedestrian signal was white when you started crossing and it turns into a “Don’t Walk” red flashing hand or a red hand with numbers counting down, what should you do?

- Continue crossing. There will be enough time to cross. Do not turn around and go back.

Don’t worry. There is plenty of time to cross, so never run across the intersection just to beat the clock.

Remember that even if all the signals say it is our turn to cross, only you can decide if it is really safe. Other adults, crossing guards, and crossing signals are there to help keep us safe. You still 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 time to cross 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 helper/assistant display Pedestrian “Walk” Signal Picture Card and Pedestrian “Don’t Walk” Countdown Signal Picture Card, and if appropriate counts 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 “Walk” signal. I will first check left-right-left, in front, and behind.

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.

What do I do if it’s raining or snowing? I will be especially careful because drivers may find it difficult to see me or might not be able to stop as quickly. In this situation it is especially important that I wear bright-colored clothing and reflective material.

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.

- a. Practice crossing an intersection near 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 intersections (20-30 minutes.)

Standby Activity Option

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

- c. 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 they 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”!

[If time permits, the instructor can pair up older children with younger children. The older children can model safe behavior while teaching and demonstrating to the younger children.]

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 Intersections Safely* (approx. 4 minutes) which reviews key concepts from the lesson.

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,*
- *Stop at the Edge,*
- *Look and Listen for Traffic,*
- *Look for Traffic Signs and Signals,*
- *Cross Quickly and Safely.*

Let's Go Walking



Suggestions for a Balanced Curriculum

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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 it is 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. Quick calculation: How many inches are in 11 feet?

Time children to calculate how long 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?

Create a Graph

Have children create a graph that shows the information they obtained in the exercise. Have them show seconds on one axis and number of lanes on the other axis. At the bottom of the graph have children write two or three sentences that explain the graph and what it means.

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).

Healthful Living / English Language Arts

Children can work in small groups (2-3 children each) to develop a two-to-three minute Public Service Announcement (PSA) to promote walking. Children may be allowed to use technology to add media components (sound or visuals), if available.

Children should explain how having a lifestyle that includes walking benefits their health, including ways that it can help to relieve stress.

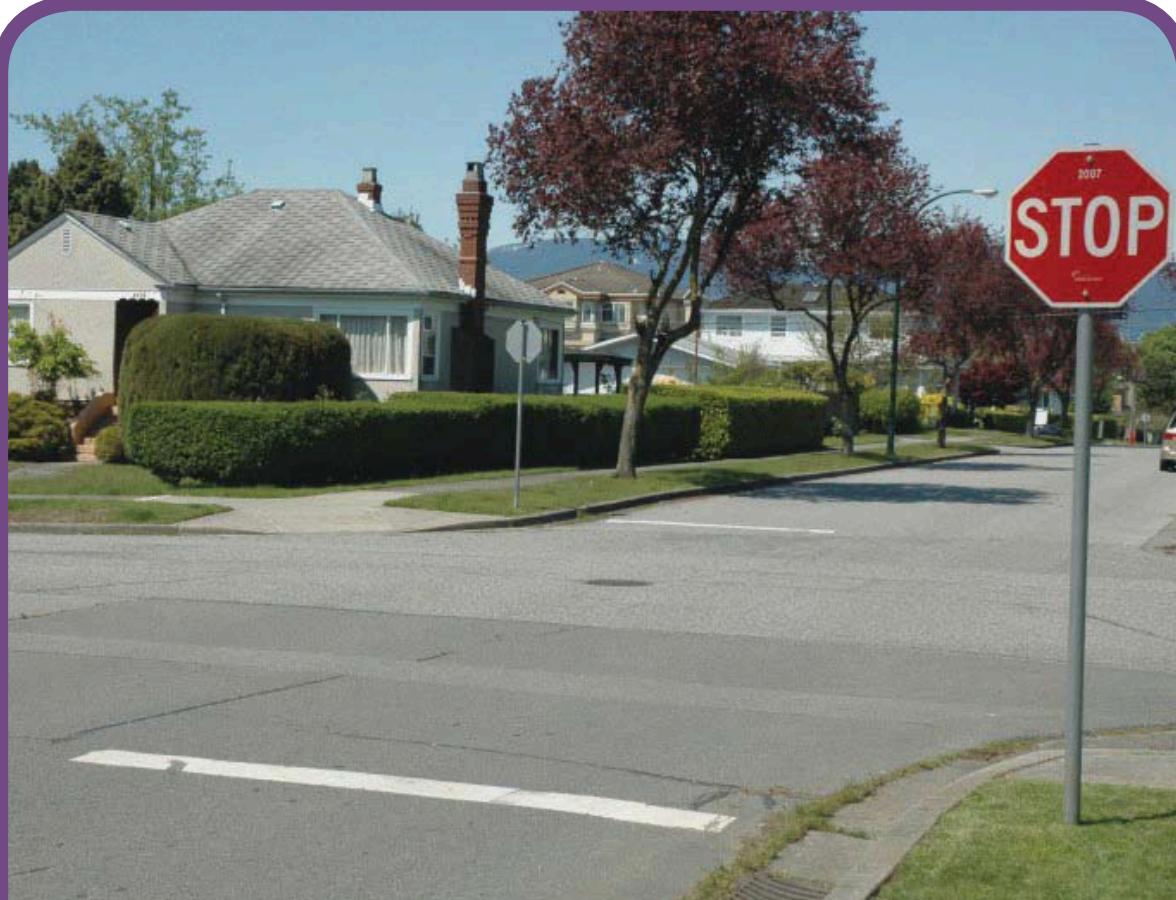
PSA's can be recorded and broadcast on the school's morning announcements or presented to children in younger grades.

Transportation Picture Cards



Crosswalk

Transportation Picture Cards



Stop Sign

Transportation Picture Cards



Yield Sign

Transportation Picture Cards



Traffic Signal

Transportation Picture Cards



Pedestrian “Walk” Signal

Transportation Picture Cards



Pedestrian “Don’t Walk” Countdown Signal

Let's Go Walking



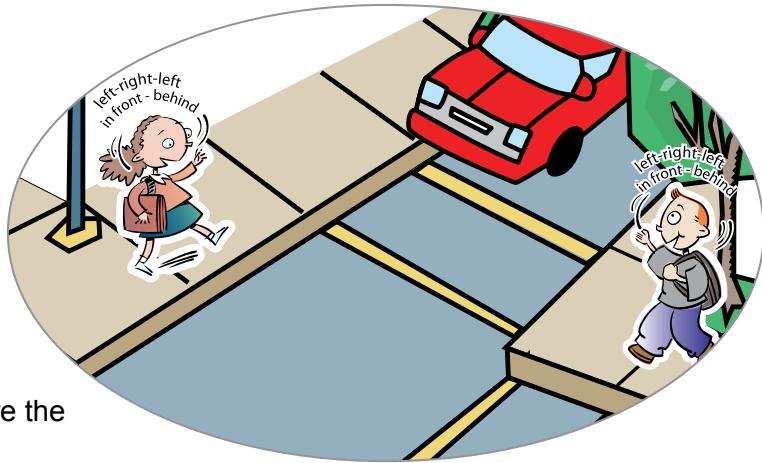
Parent/Caregiver Tip Sheet

Crossing Intersections Safely

This week in school your child learned...

How to cross intersections safely:

1. IDENTIFY a safe place to cross. The safest place to cross is in a crosswalk at an intersection.
2. STOP at the edge of an intersection or driveway.
3. LOOK AND LISTEN for traffic. Look left-right-left, in front and behind to make sure the intersection is clear.
4. LOOK for traffic signs and signals. Interpret what they mean.
5. DECIDE when it is safe to cross. Use signs and signals to determine when it is your turn to cross, but always check all around you again to make sure.
6. CROSS quickly and safely when no cars are coming in any direction.



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 Intersections Safely

Children ages 9-10 are still learning to make safe judgments and must prove to you that they may soon deserve independence. They should always be aware that they are setting an example for younger children.

Walk around the neighborhood with your child, especially to destinations that he/she likes such as a park, school, or a friend's house. Find a route that involves crossing an intersection with a traffic signal and an intersection with a stop sign. Try also to find an intersection with a yield sign. Practice crossing with your child at these types of intersections and a driveway. Say the steps (left-right-left, front, and behind) out loud. Make sure your child can identify signals/ signs and their meanings.

Ask your child to explain how to look left-right-left, in front and behind and what the child is looking for.

- First look left. If there are no cars coming, look right. If there are no cars coming check left again.
- Then if there are no cars, check in front of you and behind you. If there are still no cars, walk slowly into the intersection/driveway.

Ask your child to identify traffic signals. What are the differences between the signal that is white and looks like a person walking and the signal with the red hand? What do the numbers mean?

- The pedestrian signal has a white and a red phase. The white signal phase shows that it is the pedestrian's turn to walk. The solid or flashing red hand tells pedestrians that it is not safe to start walking into the intersection.
- The numbers are counting down to show how many seconds the pedestrians have to cross.



Ask your child what to do if the red hand appears when he/she is in the middle of crossing.

- Keep crossing. You will have enough time to cross. Do not turn around and go back.

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

- Only you can decide when it is safe. Traffic lights, pedestrian signals, crossing guards and adults are there to help keep us safe. You still need to keep your head up, looking and listening for traffic at all times to make sure you are safe.

Repeat the lesson every chance you get!

Vamos a Caminar



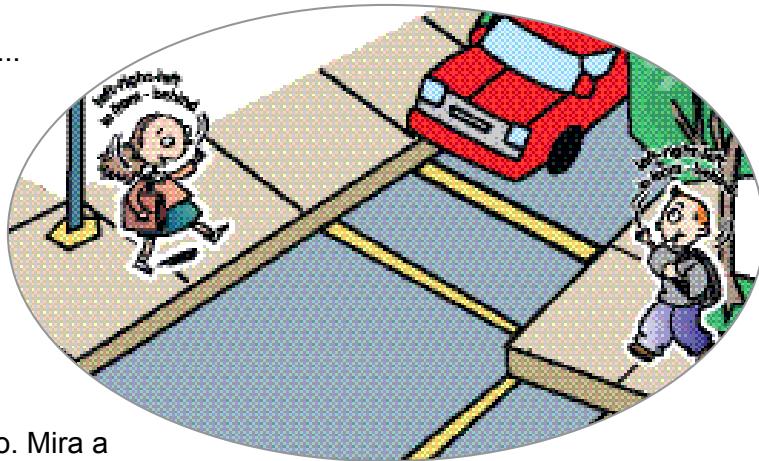
Consejos para Padres/Cuidador Principal

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. El lugar más seguro para cruzar es en un paso peatonal en una intersección.
2. PARA en el borde de una intersección o entrada para coches.
3. 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 para confirmar que no venga ningún coche.
4. BUSCA semáforos y señales peatonales. Determina lo que significan.
5. DECIDE cuándo es seguro cruzar. Utiliza los semáforos y señales para determinar cuándo te toca cruzar, pero siempre está atento en todas las direcciones.
6. CRUZA rápidamente y de forma segura cuando no venga ningún coche de cualquier dirección.



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.

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.

¿Sabía usted que...?

¡PRACTIQUE EN CASA!

Cómo cruzar intersecciones de forma segura

Los niños entre los 9 y 10 años de edad todavía están aprendiendo a tomar decisiones seguras y deben demostrarle que merecen ser independientes. Siempre deben recordar que son el ejemplo para los niños más pequeños.

Camine por el barrio con sus hijos, 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 una intersección con un semáforo y otra con una señal de alto. También busque una intersección con una señal de ceda el paso (en inglés: Yield). Practique la acción de cruzar con su hija/hijo en estas intersecciones y una entrada para coches. Diga los pasos (izquierda-derecha-izquierda, hacia adelante y hacia detrás) en voz alta. Asegúrese de que su hija/hijo pueda identificar las señales peatonales y de tránsito y que sepa lo que significan.

Pídale a su hija/hijo que le explique cómo mirar a la izquierda, a la derecha, a la izquierda otra vez, hacia adelante y hacia atrás. Pregúntele también lo qué la niña en la foto debe hacer antes de cruzar la calle.

- Primero, mira a la izquierda. Si no viene ningún coche, mira a la derecha. Si no viene ningún coche, mira a la izquierda otra vez.
- Luego, si no viene ningún coche, mira hacia adelante y hacia atrás. Si todavía no hay coches, camina lentamente hacia la intersección/entrada para coches.

Pídale a su hija/hijo que identifique las señales de tránsito. ¿Cuál es la diferencia entre la señal blanca con forma de una persona que camina y la señal con la mano roja? ¿Qué significan los números?

- La señal de peatones cambia de blanca a roja. La señal blanca indica que el peatón puede cruzar. La mano roja les indica a los peatones que ya no es seguro empezar a cruzar la intersección.
- Los números van en cuenta regresiva para indicarles a los peatones cuántos segundos quedan para cruzar.



Pregúntele a su hija/hijo lo que debe hacer si aparece la mano roja mientras ella/él está cruzando la calle.

- Sigue cruzando. Tendrás tiempo suficiente para cruzar. No te devuelvas.

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

- Solo tú puedes decidir cuándo es seguro. Los semáforos, las señales peatonales, los guardias que ayudan a los peatones a cruzar las calles y los adultos nos ayudan. Debes mantener la cabeza en alto y estar atento en todo momento para ver si vienen coches y asegurarte de que es seguro.

¡Repita la lección en cada oportunidad que tenga!

Let's Go Walking



Name _____

Child Assessment

1. Which of the following would be considered an intersection?



A



B



C

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

A Only left-right-left.

B Right-left-right and behind.

C Left-right-left, in front, and behind.

3. Which child is being safe while crossing an intersection?

A Henry is walking straight across the street. He is looking and listening for traffic.

B David is running straight across the street. He is listening to the music on his MP3 player.

C Danica is walking across the street at a diagonal. She is looking at her feet.

4. What does the pedestrian signal tell the people who are crossing the intersection?



A The pedestrian signal tells them how many seconds they have before they can safely cross the intersection.

B The pedestrian signal is telling them how many seconds they have left to cross the intersection safely.

C The pedestrian signal is telling them how many steps they have taken in the intersection.

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Which of the following pictures shows an intersection?
2. Where should you look before you cross an intersection?
3. Which child is being safe while crossing an intersection?
4. You see a pedestrian signal like the one below at standing at the crosswalk while waiting to cross an intersection. What does it mean?

Answers:

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