



## Crossing Intersections Safely

Grades  
**K-1**  
Lesson 3



**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.

### Why This Lesson is Important

Kindergarten and first grade are an important time for young children to learn how to be safe when walking with their friends and families. This lesson covers the basics of intersections and what children should do when they encounter an intersection when walking with an adult or responsible person.

# Applicable Essential Standards of Learning



## Essential Standards

<p>PE.K.MS.1.1: Execute recognizable forms of the basic locomotor skills (walking).</p> <p>PE.K.MC.2.1: Understand the meaning of words and terms associated with movement.</p> <p>PE.K.MC.2.4: Illustrate activities that increase heart rate.</p> <p>PE.K.HF.3.2: Identify opportunities for increased physical activity.</p> <p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>K.PCH.2.1: Recognize the meanings of traffic signs and signals.</p> <p>K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p> <p>K.P.1.2: Give examples of different ways objects and organisms move (i.e. straight, fast, slow).</p>	<p>PE.1.MS.1.1: Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.</p> <p>PE.1.HF.3.2: Select physical activities based on ones interests and physical development.</p> <p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>1.NPA.3.1: Recognize the benefits of physical activity.</p> <p>1.NPA.3.2: Recall fitness and recreation activities that can be used during out of school hours.</p> <p>1.C&amp;G.1.1: Explain why rules are needed in the home, school and community.</p> <p>1.G.1.2: Give examples showing location of places (home, classroom, school and community).</p> <p>1.G.2.3: Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).</p>
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## Common Core

<p>CCSS.ELA-Literacy.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>CCSS.ELA-Literacy.L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</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 Intersections Safely

## Materials

- Vocabulary Cards
- Picture Cards (Stop Sign, Traffic Light, Walk/Don't Walk Signals)
- Cones, tape, yard stick, paper (red, yellow, green), and other materials to create a model intersection
- "Crossing the Street" Song
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

## Vocabulary

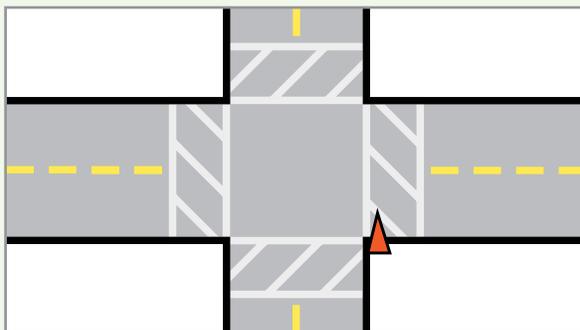
(Cards with picture and definition located at the end of this lesson)

- Intersection
- Crosswalk
- Signs
- Signals

## 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 for the lane divides in the middle of the streets. Create street signs and traffic signals using paper, yard sticks, and cones. It may also be helpful to create crosswalks to emphasize safe crossing areas, but they are not mandatory and may be time-consuming.

### 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
2. Take an Adult's Hand
3. Stop at the Edge
4. Look and Listen for Traffic
5. Look for Traffic Signs and Signals
6. 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 with a responsible, older sibling who has permission.
- Define and discuss “intersections.”
- Define and discuss “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 Crossing the Street song. Together, instructor and children sing the song to review.]**

*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.*

*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” vocabulary card.]**

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

*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 end of the sidewalk before it opens into the street.*

*A crosswalk is a place on the road where people cross the street.*

**[Display “Crosswalk” vocabulary card.]**

*Watch as I walk toward the intersection. I am on the sidewalk, and I stop at the “edge” before I get to the intersection.*

#### 2. Take an Adult's Hand

*I am also going to make sure that I hold an adult's or responsible, older sibling's hand to cross the intersection.*

*We hold hands when we walk to stay safe. A part of growing up is learning how to understand traffic, so we practice together.*



### 3. Stop at the Edge

*Before I cross the intersection, remember that I need to stop at the edge/curb. This is the place where the sidewalk ends and the street begins.*

### 4. Look and Listen for Traffic

*When I reach the edge, I am going to look and listen for traffic.*

*I will do my “shoulder check” and look left-right-left. Who remembers why I need to do this?*

- *To see if cars are coming from both directions or from behind*

*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.*
- *Once it is clear, look left one more time then walk slowly into the intersection, holding an adult’s hand.*

*I just modeled what I should do if I am crossing only one street, but I am crossing an intersection. Cars can be coming from four or more directions.*

*In an intersection, I not only need to look left and right, but I also have to look in front and behind me. It is important to make sure all four directions are clear before crossing the street. This can be tricky because sometimes cars are changing their directions, too. Before I step into the intersection, I look left one more time to make sure it is clear.*

*It is important to be patient, keep your head up, and keep watching in all directions for cars to make sure it is safe to cross.*

### 5. Look for Traffic Signs and 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 usually 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 signals that drivers and walkers should look at to know when it is the walkers’ turn to cross.*

**[Display and discuss “Sign” and “Signal” Vocabulary Cards]**

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

**[Instructor displays pictures of Stop Sign, Traffic Light, Walk/Don’t Walk Signals for children to analyze.]**

*Stop signs tell cars that they need to first 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, a car may cross the intersection.*

*Traffic Light colors tell car drivers when they need to slow down, stop, and go.*

*The pedestrian signal displays “Walk” or “Don’t Walk” to tell drivers and pedestrians when it is the walkers’ turn to cross.*



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 “Don’t Walk” signal has numbers, it is 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 “Red Hand Walk/Don’t Walk Signal with Numbers” signal, and if appropriate counts backwards, as she demonstrates crossing the model intersection.]**

I see the “Walk/Don’t Walk” red hand signal. I am stopped and waiting at the edge. Now, I see that the “Walk/Don’t Walk” signal has turned white and looks like a person walking. This is the “Walk” part of the signal. I will first check left-right-left, then I check in front of me and behind me. I listen for cars also. If it is clear and I do not hear traffic, I can cross the intersection.

## 6. 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.



- 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.”*

- *Allow all children to line up across a large field or auditorium opposite the instructor.*
- *The instructor will call out “Red Hand” for children to freeze at the “edge” of the street.*
- *He/she will then call out “Walking Man” for the children to begin walking. For this age level, the instructor should emphasize moving in a straight line and walking at all times (not running). If the children do not do these things, they are out!*
- *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...

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

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

*First, we need to stop at the edge when we come to an intersection.*

*We always take an adult's hand before we even think about crossing.*

*Next, we look and listen for traffic, and we pay attention to traffic signals.*

*When the “Walk/Don't Walk” signal turns white and looks like a person walking, we look left-right-left, in front, and behind for traffic before beginning to cross.*

*Finally, we walk straight across the street with our heads held high. We keep looking for traffic as we move across the intersection in a straight line.*





## Suggestions for a Balanced Curriculum

Grades  
**K-1**  
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.*

### **Social Studies**

Create a large community map using a plastic table cloth. Draw roads, intersections, blocks, trees, stores, and community places such as churches, schools, and libraries. Allow the children to use small figurines of people cars, trucks, trees, street signals, street signs, etc. to dramatize crossing an intersection in a safe manner. Use this exercise to talk about the important parts of the community and how transportation connects places in a community.

### **English Language Arts**

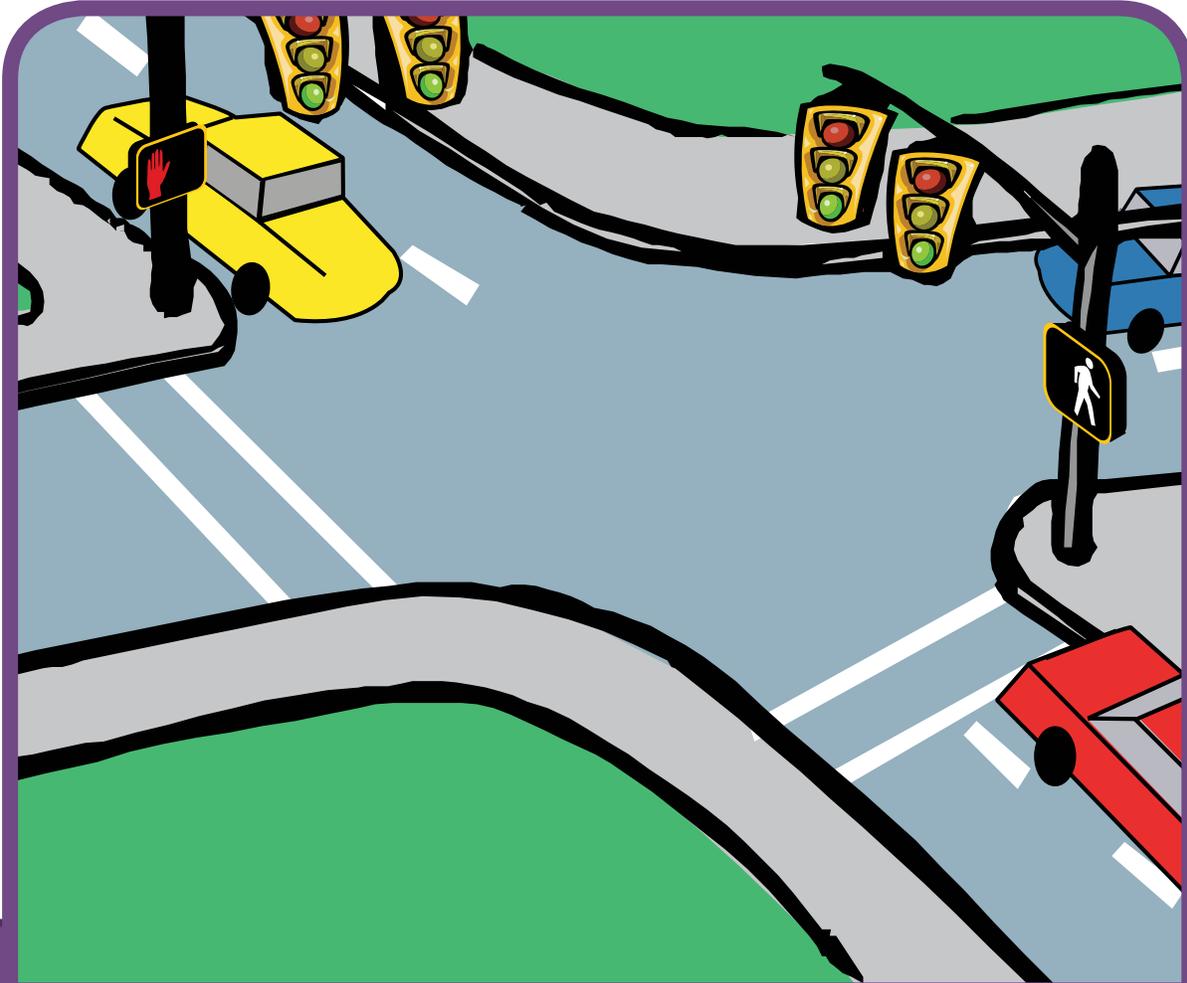
#### **Safety Words and Sentences**

The instructor and children can brainstorm pedestrian safety words together (look, listen, stop, etc.) on large chart paper or whiteboard.

Individually, children can orally develop complete sentences using a pattern.

For example, "It is important to..." always look for cars; stop at the edge, etc.

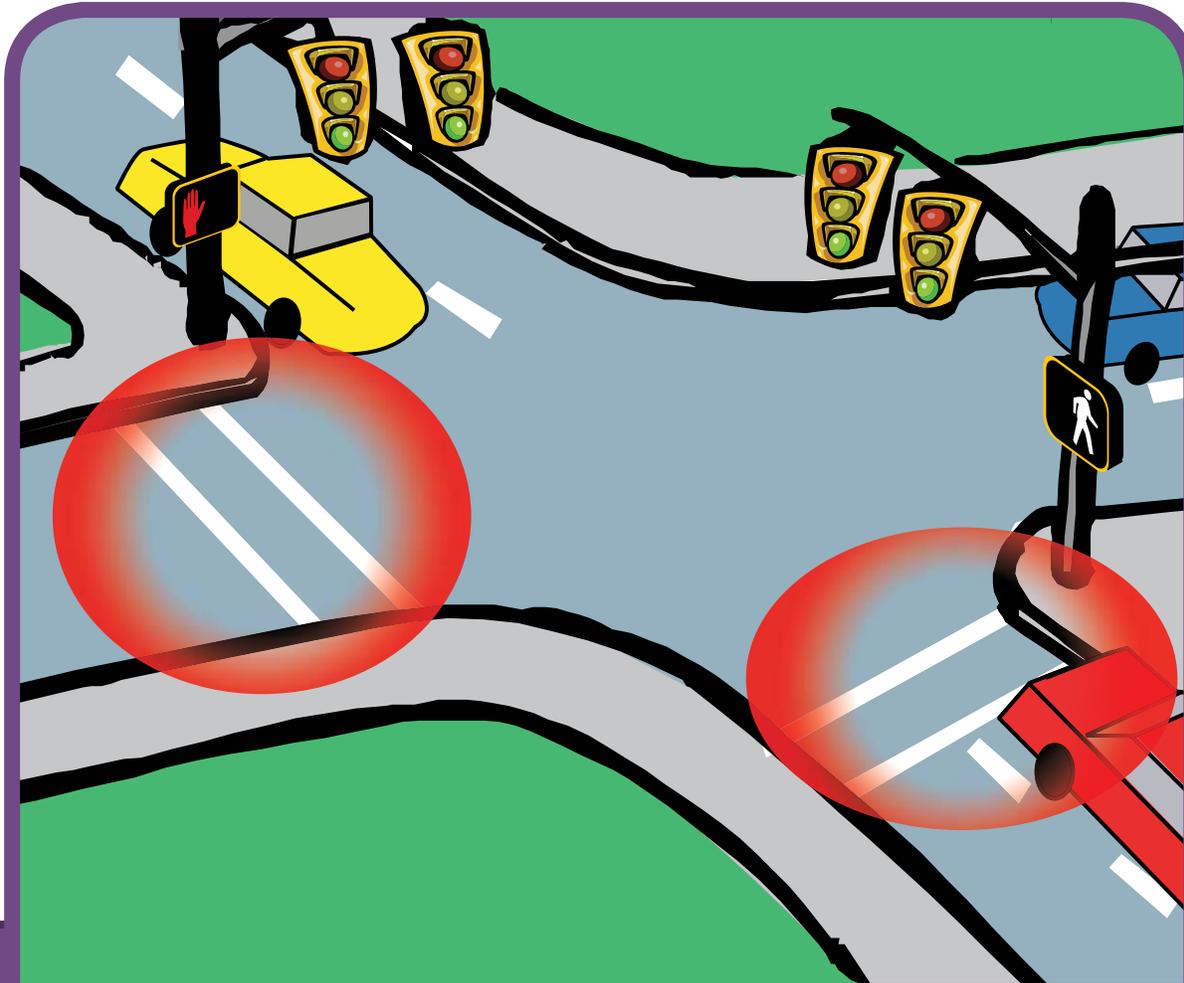
## Vocabulary Card



### Intersection

This is a place where two or more streets meet each other. We generally want to cross the street at an intersection because this is where drivers expect us to be.

## Vocabulary Card



### Crosswalks

These are special paths marked with paint on the roadway to show the best place to cross the road.

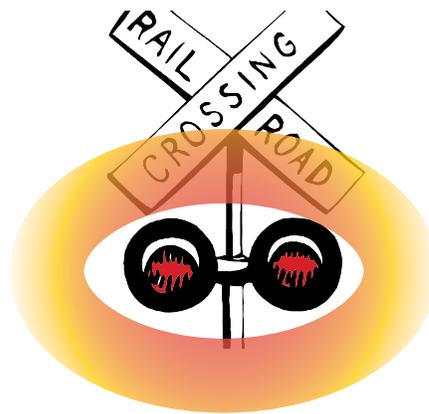
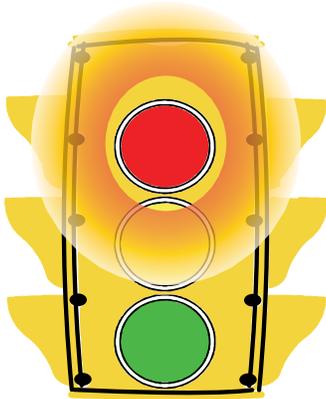
## Vocabulary Card



### Signs

These are displays that use a variety of shapes, colors, and words. They tell walkers and vehicles what do to.

## Vocabulary Card

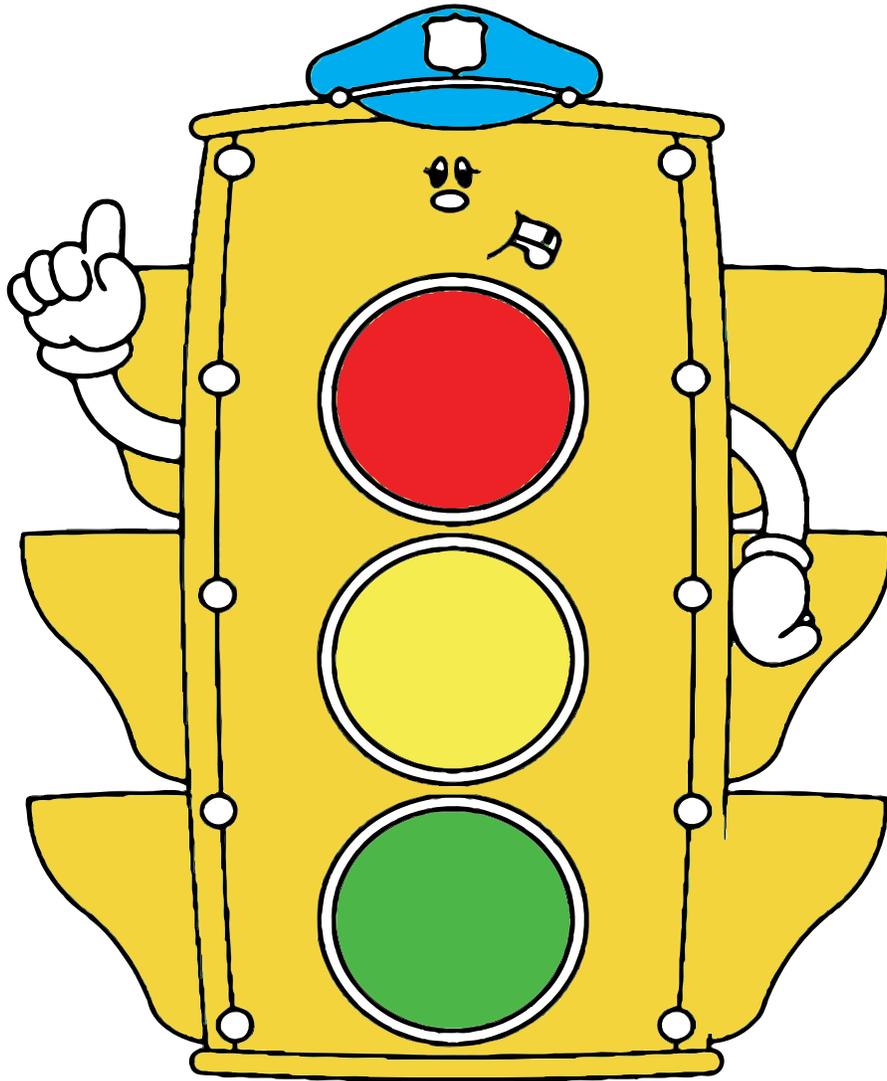


### Signals

These are colored lights. Each light color has a specific meaning that tells walkers and vehicles what to do.



**Stop Sign**



Traffic Signal

## Signs & Signals



**Red Hand “Don’t Walk” Signal**

**Signs & Signals**



**Red Hand “Don’t Walk” Signal with Numbers**

**Signs & Signals**



**White “Walk” 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. ALWAYS cross with an adult.
2. STOP as soon as you reach the edge of a road, an intersection, or a driveway.
3. IDENTIFY where cars may be coming from.
4. LOOK LEFT-RIGHT-LEFT, in front of you and behind you. Touch your chin to your shoulder to make sure that you are looking as far as you can.
5. LOOK FOR TRAFFIC SIGNALS to know when it is your turn to cross.
6. DECIDE when it is safe to cross by using traffic signals, looking left-right-left, and listening for traffic.
7. CROSS QUICKLY AND SAFELY 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 your child understand and learn safe behaviors by practicing them each time you cross at an intersection.

### Did you know?

**Children in kindergarten and first grade have difficulty:**

- Controlling impulses and concentrating,
- Judging when it is safe to cross the street,
- Staying focused on one task, such as safely crossing the road, and
- Understanding the differences between safe and unsafe crossings.

# PRACTICE AT HOME!

## Crossing Intersections Safely

Children ages 5-6 are still learning what it means to walk safely and should always be with an adult while walking. The best way for children to learn is by repeating safe crossing skills with an adult. As your child grows, revisit these safety concepts often to make sure he or she is still practicing safe pedestrian behavior.

Walk along a route in your neighborhood with your children, especially to destinations they like such as a park, school, or friend's house. Use a route that has intersections.

### Ask your child what an intersection is.

- An intersection is a place where two roads meet. Cars can come from four directions.

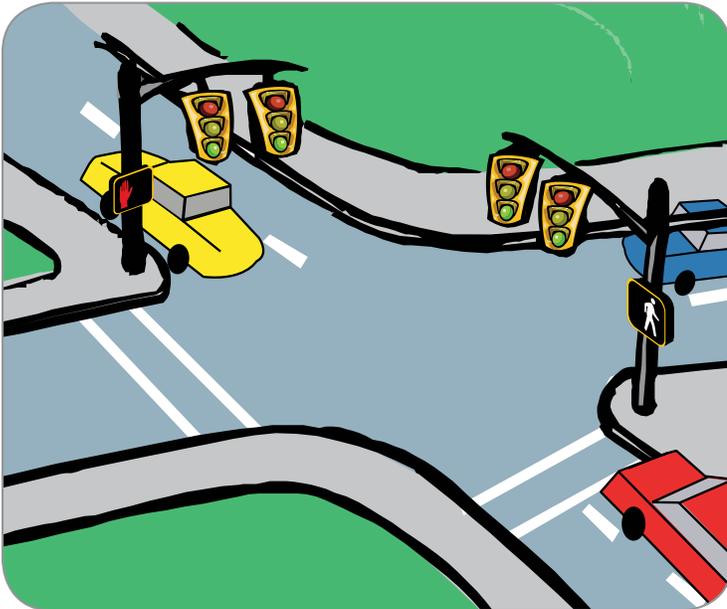
### Ask your child to explain how to look left-right-left, front and behind.

- First look left. If there are no cars coming, look right. If there are no cars coming check left again to see if any new cars are coming. Make sure that when you are looking each direction your chin touches your shoulder. This is called a "shoulder check." (Doing 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, look left one more time and then walk slowly into the intersection or driveway.

### Ask your child 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 stop lights or "Walk/Don't Walk" signals to make that decision for you.

Practice crossing an intersection in your neighborhood. Say the steps (left-right-left, in front, and behind) out loud. Make sure your child can identify signals/signs and their meanings.



Repeat the lesson every chance you get!

Looking at the picture, ask your child to explain where the cars are going. Ask them how to decide when it is safe to cross. Ask your child to explain what a traffic signal is and what the colors on the traffic signal mean.



## 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. SIEMPRE cruza con un adulto.
2. PARA en cuanto llegues al borde de una calle, intersección o entrada para coches.
3. IDENTIFICA de dónde pueden venir los coches.
4. MIRA IZQUIERDA-DERECHA-IZQUIERDA, hacia adelante y hacia atrás. Tócate el hombro con la barbilla para asegurarte que estás mirando lo más lejos posible.
5. MIRA CON ATENCIÓN LAS SEÑALES DE TRÁFICO para saber cuando es tu turno de cruzar.
6. DECIDE cuando sea seguro cruzar verificando las señales de tráfico, mirando a la izquierda a la derecha y a la izquierda de nuevo y escuchando si viene tráfico.
7. CRUZA RÁPIDAMENTE Y CON PRECAUCIÓN cuando no haya coches en ninguna dirección.



### Recuerde:

Aunque es posible que usted se dé cuenta rápidamente cuando es seguro cruzar las 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

¿Sabía usted que...?

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

### A los niños en kindergarten y el primer grado se les dificulta:

- controlar sus impulsos y concentrarse,
- juzgar cuándo es seguro cruzar la calle,
- mantener su concentración en una sola cosa, como cruzar la calle sin peligro y
- entender las diferencias entre situaciones seguras e inseguras cuando cruzan las calles.

# ¡PRACTIQUE EN CASA!

## Cómo cruzar intersecciones de forma segura

Los niños entre los 5 y 6 años de edad todavía están aprendiendo lo que significa caminar con precaución y siempre deben estar con un adulto mientras caminan. La mejor manera para que los niños aprendan a cruzar de manera segura, es repitiendo la acción con un adulto. A medida que su hija/hijo crezca, repasen a menudo estos conceptos de seguridad para asegurarse que ella/él siga practicando un comportamiento peatonal seguro.

Camine por una ruta en su barrio con sus hijos, sobre todo a destinos que a ellos les gusten como un parque, la escuela o la casa de un amigo. Use una ruta que tenga intersecciones.

### Pregúntele a su hija/hijo ¿qué es una intersección?

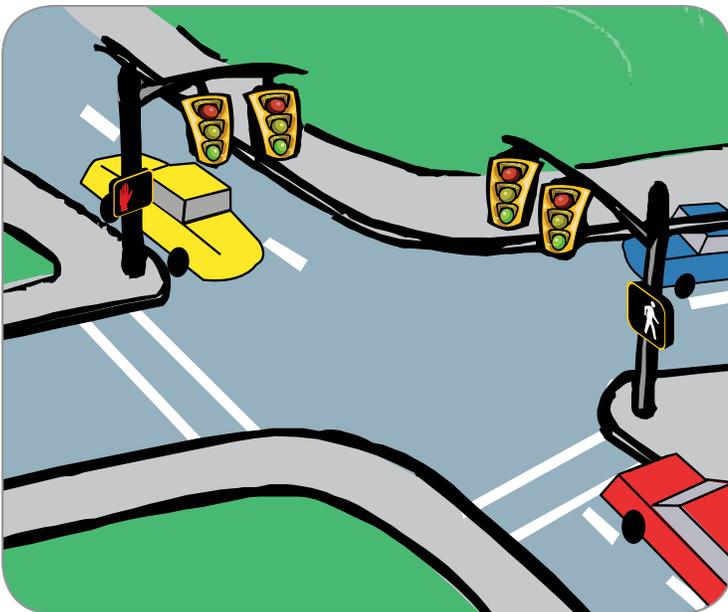
- Una intersección es un lugar en el que dos calles se encuentran. Los coches pueden venir de cuatro direcciones.

### Pídale a su hija/hijo que le explique 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 para asegurarte que no vengan nuevos coches. Asegúrate de que cuando mires en cada dirección te toques el hombro con la barbilla. Esto se llama “una revisión de hombro.” (Hacer esto ayuda con la visión periférica.)
- Luego, si no hay coches, verifica adelante y atrás. Si aún no hay coches, mira una vez más a la izquierda y luego 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 debes depender de los semáforos o señales de “Walk/Don't Walk” para tomar la decisión por ti mismo.



Practique cruzar una intersección 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.

¡Repita la lección en cada oportunidad que tenga!

Mirando la imagen, pídale a su hija/hijo que le explique a dónde van los coches. Pregúntale cómo decidir cuándo es seguro cruzar. Pídale que le explique qué es un semáforo y qué significan los colores del semáforo.

# Let's Go Walking



Name \_\_\_\_\_

## Child Assessment

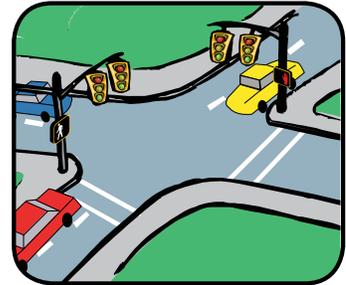
1. Mark the bubble under the picture that shows an "intersection."



A



B



C

2. When walking across an intersection, should you look all directions: left, right, in front, and behind?

Yes

No

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



A



B

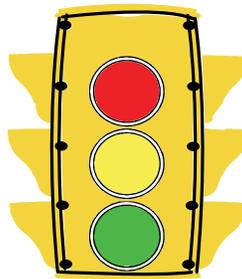


C

4. Mark the bubble under the picture that shows the pedestrian signal that will tell you when it is your turn to walk across the road.



A



B



C

# Instructor's Question and Answer Key



Administer the child assessment worksheet.

## Questions:

1. Mark the bubble under the picture that shows an “intersection.”
2. When walking across an intersection, should you look all directions: left, right, in front, and behind?
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 the pedestrian signal that will tell you when it is your turn to walk across the road.

## Answers:

1. C
2. Yes
3. A
4. C