

WALK FUN! LESSON 1.2: Safely Crossing



OVERVIEW

Purpose

In this lesson students will be using a mock street simulation to learn basic pedestrian skills such as how to safely cross the street in five easy-to-remember steps. Also, recognizing that depending on the child's age, it is important to cross with an adult or older child.

Topics Covered

- Stopping at a curb or edge.
- Looking left-right-left.
- The best places to cross.

Minnesota Standards, Benchmarks and Learning Objectives (SEE PAGE VI FOR "STANDARDS")

By the end of this lesson, students will be able to:

- 1 Demonstrate safety procedures when crossing streets.
- 2 Describe the importance of crossing the street with an adult.
- 3 Identify and demonstrate the five steps to crossing a street.

Preparation:

- Organize technology needed to play the video, making sure the sound works and the picture is clear.
- Arrange five- to ten-foot-long strips of masking tape on the floor near each wall in the room. On each of the walls, tape up one large number or shape.
- Find an area to set up a model street either in the classroom, gym or outside.
- Select music and prepare to play from a computer or phone.
- Gather a collection of stuffed animals and dolls for students to teach the "Stop and Search" technique to.
- Write on a beachball, volleyball or soccer ball review questions.

LESSON 1.2

Timeline

	15 MINUTES Watch for Traffic!	8
	12 MINUTES Stop and Search at an Edge	10
	3 MINUTES Review	11

Materials and Equipment

- Technology to see and hear videos.
- Vocabulary card: "EDGE".
(RESOURCE GUIDE PAGE 154)
- Technology to watch "Willie Whistle".
- Masking tape or painter's tape.
- Four cards numbered one through four, or each card with a different shape or color. (RESOURCE GUIDE PAGES 169-172)
- Music played from a computer or phone.
- Collection of stuffed animals and dolls.
- Beachball, volleyball or soccer ball.



WATCH FOR TRAFFIC!

Discussion

1 Ask:

- *Why should you get permission from an adult before crossing the street?*
 - > *They are more experienced at crossing the street safely and can help you make a good choice when to cross.*
- *Who are some adults who can help you cross?*
 - > *Mother, father, teacher, crossing guard.*
- *What about an older brother or sister? Is it okay for an older brother or sister to help cross the street?*
 - > *Only if your brother or sister is very responsible and has permission from your parents. Sometimes brothers and sisters know how to help younger children cross the street, but not always. That is why you have to ask your parents first.*

ACTIVITY MODIFICATION:

Students who use a wheelchair won't be able to hold an adult's hand crossing the street. They should talk with the adult about pushing their wheelchair across the street or walking beside them. For someone with a visual impairment instead of holding hands you can use a tether cord or just place the individual's arm on your shoulder.

Activity

- 1 Show "Willie Whistle" video: youtube.com/watch?v=A0zcBegFTMk&feature=youtu.be. Spanish "Willie Whistle" video: youtube.com/watch?v=9tkRLEBq9pl. Turn on "Closed Captions" if available.
- 2 After watching the video, ask the following questions:
 - *What is an edge? (RESOURCE GUIDE PAGE 154)*
 - > *A place where two spaces meet. For example, where sidewalk meets road. Also, where the sidewalk meets the driveway. Sometimes there's a physical feature to help identify (e.g., curb), sometimes not (e.g., sidewalk crossing driveway looks the same, but is still considered an edge). An edge is a safe place to look and listen for cars before you cross the street because you can sense them coming, but you are still far enough away.*
 - *Sometimes there are cars parked along the street. In this case, you would want to move out a little further such as five or ten steps from the edge to the end of the parked car and stop. This is the second edge, another opportunity to stop and look for traffic. (RESOURCE GUIDE PAGE 154)*
 - *What do you do when you come to a curb or edge?*
 - > *Stop.*
 - *After you stop at the curb or edge, what should you do?*
 - > *Look left, right, and left again. Listen for traffic.*



WATCH FOR TRAFFIC!

(CONT.)

ACTIVITY MODIFICATION:

For students with visual impairments consider using clock space references such as 3 o'clock and 9 o'clock when referring to directions. Assuming the student is knowledgeable of time on a clock, use this as a system for direction.

- 3 Have students practice what their left and right is. Hold up your left hand and make an "L" with the pointer finger and thumb.
 - *This is your left.*
 - *That's the side of the street where we always want to walk, if there is no sidewalk.*
 - *What is your right? Hold up your right hand and wave it, wave fast!*

- 4 Discuss with students:
 - *Why do you think we should look/listen left first and then left once again before crossing the street?*
 - > *The closest lane of approaching traffic is on your left. Look left once again before you start crossing because a car that you didn't see before or wasn't there might be coming now.*
 - *Why should we keep looking and listening as we cross the street?*
 - > *Traffic is always moving and cars and trucks may come up quickly.*
 - *What are we looking for when we look left-right-left?*
 - > *Looking left first is the direction that cars closest to us are coming from. Then, we look right to see if traffic is coming from the other way. Last, we look left again because cars move fast and we want to make sure it is still safe to cross. Make sure that when you look left and right, you turn your head and touch your chin to your shoulder—this will help you see further down the street.*

- 5 Demonstrate proper Stop-and-Search (left-right-left) technique.
 - *Stop at the edge of the street (tape on the floor).*
 - *Look and listen for traffic.*
 - *Then look left (hold up your left hand), look right (hold up your right hand), and look left again (hold up your left hand).*
 - *Cross the street walking in a straight line and continuing to look and list for traffic.*
 - *When you are not allowed to cross by yourself, an adult or older brother or sister should cross with you.*

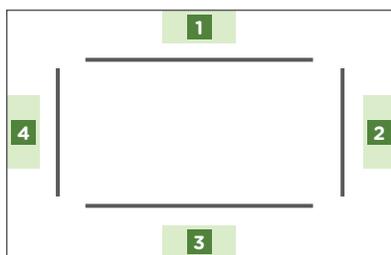


STOP AND SEARCH AT AN EDGE: LOOKING LEFT-RIGHT-LEFT

Activity

- 1 Arrange five- to ten-foot-long strips of masking tape on the floor near each wall in the classroom. On each of the walls, tape up one large number or shape.

DIAGRAM OF
CLASSROOM



ACTIVITY MODIFICATION:

For students with visual impairments use a string or cord below the tape to add texture. If a student cannot lift their arm, have them lift their finger or foot.

- 2 Have students number off one through four and go to that number on the wall. Have students identify the tape on the floor as the curb/edge. Play music and ask the students to move around their side of the room in the manner you ask until the music stops. For example: spin, elephant walk, crab walk, hop, walk backward, etc.

ACTIVITY MODIFICATION:

Choose activities that students with mobility limitations can easily do while standing at the “edge.” Such as arm circles or moving forward one roll of their wheels and then backward.

- 3 When the music stops, children should stop movement and stand at the edge on the tape. Instruct two facing numbered groups to move across the empty space in the middle as if they were crossing the street. They should demonstrate the proper Stop and Search technique.

Talk the class through each step. Ask students to verbalize their safety decisions. For instance, rather than quietly crossing, ask students to say, “*I’m looking left. I’m looking right. I’m looking left again. There are no cars coming, so it is safe to cross.*”

- 4 Repeat the activity several times. A variation to this activity is to have students get together with another student or into small groups and have each pair or group select a stuffed animal or doll. Instruct students to practice walking across the model street or road drawn with chalk on the cement playground or parking lot. This may also be done in the classroom, gym or hallway of the school with tape or rope on the floor. As the students are crossing the model street they should each take turns “teaching” their stuffed animal or doll the safe way to cross.

NOTE: You can hold up a picture of a vehicle, or not, for the student to identify. Have students point and call out what they see that could cause them danger if they cross the street without looking.

ACTIVITY MODIFICATION:

Loud music can be agitating or upsetting to students with certain disabilities. Be sure to keep the volume of music down for students sensitive to loud music. Assist students with looking left and right and left again if needed and give verbal cues to students with visual impairments to what danger is on the card.



REVIEW

Have a prepared “review” ball (inflated beach ball with sections on it) to toss to the students one at a time. Once they have correctly answered a question on the ball, the student should toss it back. Continue this process as time allows.

Tips to Differentiated Learning

- Put pictures of the vocabulary words on a ball for the non-readers and ESL students, along with questions for reading.

ACTIVITY MODIFICATION:

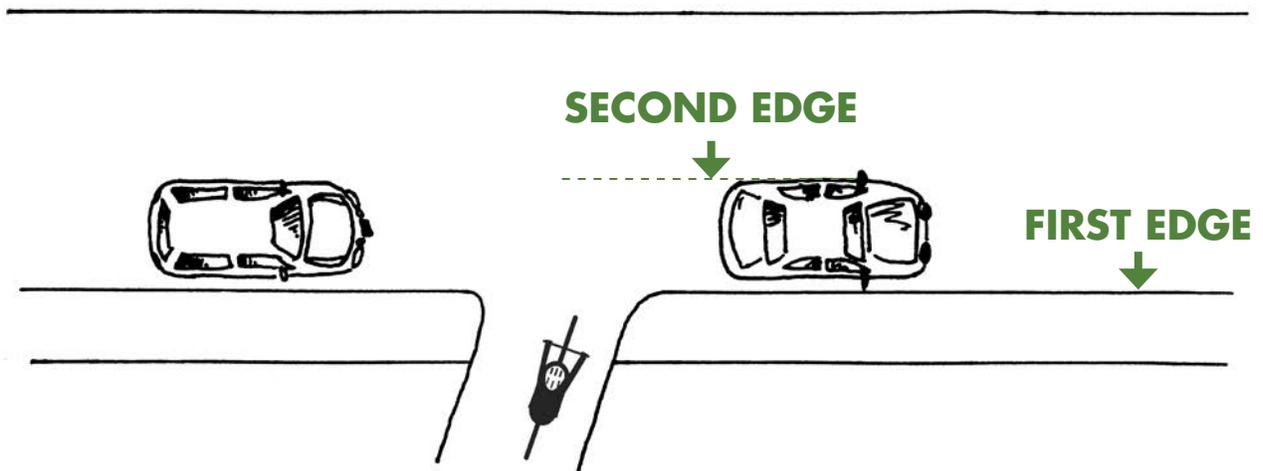
Students with limited mobility or strength may not be able to “toss” a ball. Instead, pass the ball to the student, once they have correctly answered a question, have them pass the ball to the student next to them.

Possible questions to write on the ball with a marker or on tape placed on the ball:

- *What is an example of an edge?*
- *How should you move your head when looking for traffic?*
- *What is traffic?*
- *What is one thing you learned today?*
- *Do you have a sidewalk where you live?*
- *Who is a pedestrian?*
- *What is an example of a vehicle?*

VOCABULARY CARDS

EDGES



NUMBER/SHAPE CARDS



NUMBER/SHAPE CARDS



NUMBER/SHAPE CARDS



NUMBER/SHAPE CARDS

A large, bold, white number '4' is centered on a solid blue rectangular background. The number is a simple, sans-serif font.