

WALK FUN! LESSON 2.2: Crossing Safely—Stop and Search



OVERVIEW

Purpose

The object of this lesson is to review the basic concepts of crossing a street safely. At this grade level, students should know how to safely cross the street when there’s a parked car or other visual barrier or crossing the street mid-block.

Topics Covered

- Define and explain types of “visual barriers.”
- Introduce “mid-block.”
- Discuss examples of “edges.”

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

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

- 1 Use care and caution when crossing smaller, residential streets.
- 2 Identify and demonstrate the five steps to crossing a street.

Preparation:



- Create a model street in the gym, playground or parking lot. If a street is not available or safe to use, you will need four long strips of material (e.g., 100’ of rope) to make the street and two associated sidewalks, as well as several shorter pieces to create a centerline for the street. Place a tall trash can or box in the “street”. This will act as a visual barrier to emphasize the “second edge.”

If conducting this activity outside near a real street, divide the class into several small groups with one adult for every five to eight students.

- Write safe behaviors on a beach ball or other ball with sections, one per section.

LESSON 2.2

Timeline

	20 MINUTES Safety Around Traffic	30
	10 MINUTES Measurement (BONUS)	34

Materials and Equipment

- Beachball.
- Masking tape and/or rope.
- Tall trash can, boxes or tall moveable structures, e.g., wall divider.
- Vocabulary and Visual Barriers cards.
(RESOURCE GUIDE PAGES 154-166)



SAFETY AROUND TRAFFIC

Activity

Using a beach ball or another type of ball with different colored sections, write the safe behaviors when walking near traffic. One behavior per section. Have students toss or pass the ball to one another and read the safe behavior on the ball out loud and then pass to another student.

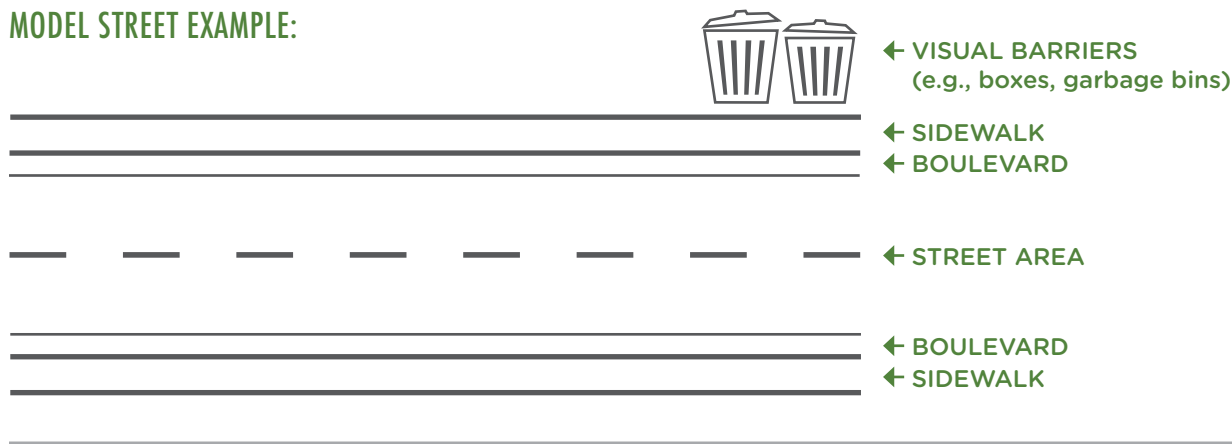
- *Walk, don't run while crossing the street.*
- *Don't play around with friends or push.*
- *Stay close to a parent, adult, or older sibling.*
- *Stay away from the edge of the sidewalk next to busy roads.*
- *Be aware of traffic. Don't be distracted by listening to earbuds.*

Discussion

1 Review with the students:

- *In the last lesson, we learned about where places to safely cross the street are—we have to remember that it is not always safe to cross at any place on that street. You have to be sure to find a safe place to cross. Let's move outside to our street corner (or the “model” street created).*

MODEL STREET EXAMPLE:



2 Explain to the students the street model: street area, boulevard space, visual barriers, and sidewalk.

- *How do you know where it is safe to cross?*
 - > *A safe place to cross is where you can see clearly in both directions.*

3 Introduce “mid-block” with a vocabulary card. Mid-block means “middle of the block”. It is when we are at some place along the street, not at a corner or an intersection. Use the vocabulary card for mid-block.

- *Raise your hand if you remember what we call something that makes it hard for you to see or that makes it hard for cars to see you?*
 - > *A visual barrier.*
- *What are some examples of visual barriers?*
 - > *Parked cars, trucks and buses, tall bushes, trash cans, trees.*



SAFETY AROUND TRAFFIC

(CONT.)

- 4 Use the vocabulary cards for “visual barriers” and “edge”. (RESOURCE GUIDE PAGE 154-166)
- *What should you do if you want to cross the street but encounter a visual barrier (i.e., a parked car is making it hard for you to see traffic coming down the street)?*
 - > *Find another place to cross the street.*
 - *Next, let’s talk about another step you should follow before actually crossing. What is the “edge” of a street?*
 - > *The curb or side of the road; the line between safety and danger.*
 - *Why is the “edge” a good place for me to stop?*
 - > *It is a place where you can see cars coming, but you are still far enough away from the road.*
 - *Before we find the edge, let’s imagine that I decided to cross the street further down. (Teacher positions herself so that the visual barrier is in her line of sight.) Is this considered mid-block?*
 - > *Yes.*
 - *You can see that there would be a large barrier in my way. I cannot see one direction down my street. What do you think I should do?*
 - > *Find a safer place to cross that is free of visual barriers.*
 - *This is a great answer! What if there is not a safer place to cross? What else could I do?*
 - > *Move out a little more to the edge of the barrier.*
 - > *Move to the second edge. (Students may need guidance with visual of the vocabulary card.)*
 - *Watch as I stop at this second edge. Since we are all in safe places that are free of visual barriers, let’s move to the edge of our street. Remember—don’t cross yet! Just move to the edge. Raise your hand if you know what I should do next.*
 - > *Look left-right-left.*
 - *What are we looking for when we look Left-Right-Left?*
 - > *For traffic.*
 - *Why do we look left first?*
 - > *That is the direction that the traffic closest to us is coming from*
 - *Then, why do we look right?*
 - > *To see if traffic is coming from the opposite direction*
 - *Finally, why do you think we look left again?*
 - > *Because cars move fast and we want to make sure it is still safe to cross where cars are moving closest to us.*
 - *You’ve got it! We not only have to use our sight sense when we cross though. We have to use another one of our five senses. What do you think it is?*
 - > *Hearing.*
 - *What are some of the sounds we should be listening for?*
 - > *Car engines, horns, sirens, etc.*
 - *What should I do if I hear one of those sounds?*
 - > *Stop and wait until it is clear. Look and listen for traffic again.*



SAFETY AROUND TRAFFIC

(CONT.)

Activity

- 1 Time to practice crossing the street. If possible, bring the class to a street crossing near the school. This could be a street bordering the school, or even in the parking lot. If this isn't possible for any reason, a model street can be setup by identifying the street edges and crossing space. Demonstrate to the students how to cross safely using the stop-and-search method. Remind students that it is best to always cross with an adult.

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.

- 2 Have them practice crossing the street, looking left-right-left, identifying any visual barriers, and determining when it's safe to cross. Practice two crossings or more.

If outside at a live street, have volunteers support the students in making safe decisions on crossing the street. Emphasize that each child should always make their own decision, not cross a street simply because another child is. Each group should practice crossing two times.

ACTIVITY MODIFICATION:

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.

- 3 Discuss the visual barriers and what made it safe or unsafe to cross.

NOTE: Stress to students: *Whenever possible, use a crosswalk! Also, always make a decision that is safe for you, don't follow a friend or family member unless you've decided that it's safe.*

- 4 Ask the students to review with you what they have learned in this lesson.
 1. Find a safe place, hopefully without visual barriers and with a crosswalk.
 2. Stop at the edge; find a second edge if visual barriers are present.
 3. Look left-right-left for traffic.
 4. Listen and continue to watch for traffic.
 5. Cross the street by walking, looking both directions, listening and moving in a straight line.
 6. Do not run.



SAFETY AROUND TRAFFIC (CONT.)

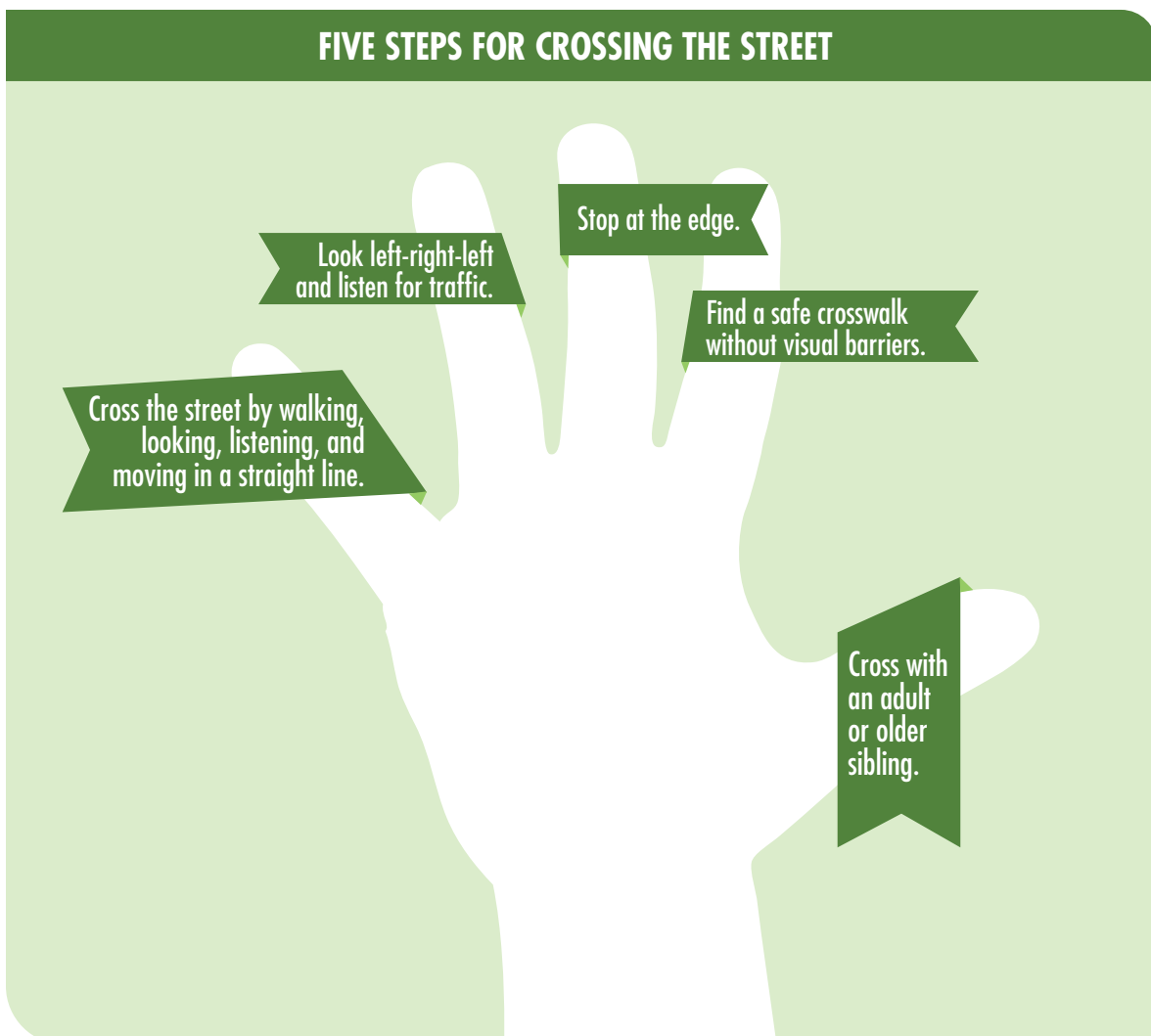
- 5 Hold up your hand and starting with the thumb, count out the five things to remember when crossing the street. Instruct students to do the same. Use the diagram below to guide them.

- *Now, as we cross the street, I want you to make sure you are remembering ways to safely move when you cross:*
 - > *Are you walking? You should never run.*
 - > *Is your head up?*
 - > *Are you looking left-right-left and listening while you are walking?*
 - > *Are you walking straight across the street? You want to move in a straight line because you will be in the street less time and you are less likely to be hurt. (The teacher may want to demonstrate this concept by using sidewalk chalk or a string so the students can visualize.)*

ACTIVITY MODIFICATION:

Students with a disability may use fingers and/or toes, if needed.

FIVE STEPS FOR CROSSING THE STREET





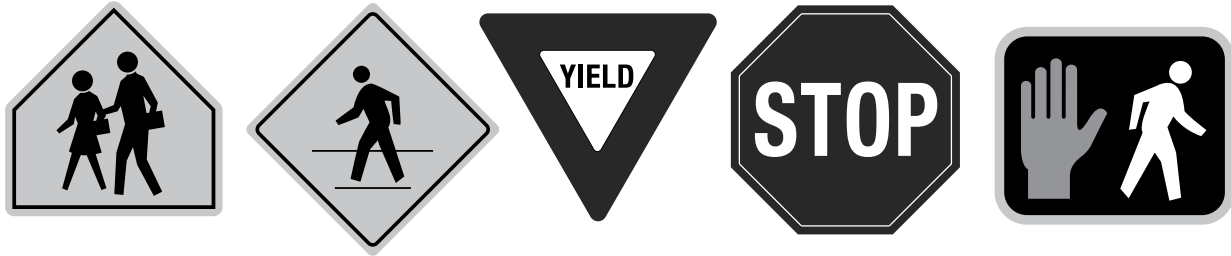
MEASUREMENT

(BONUS)

Bonus Activity

- 1 Students can use string or rope to measure the distance straight and diagonally across a familiar and safe street (or across the model street created by the teacher). Cut the rope or string to reflect the straight distance and the diagonal distance.
- 2 Using a measuring tape, measure the rope or string in to the nearest eighth, quarter, or half unit (i.e., eighth inch, half inch, quarter centimeter).
- 3 Compare and contrast the two measurements to decide which length is shorter, encouraging students to take the shortest route to get out of the street.
- 4 Students can also use equivalencies to convert units of measure between customary and metric units (changing yards to feet to inches or millimeters to centimeters to decimeters to meters, etc.).

WALK FUN! LESSON 2.3: Crossing Intersections Safely



OVERVIEW

Purpose

Children ages 9–10 are still learning what it means to be safe. They should always be aware that they are setting an example for younger children while also proving that they will soon deserve independence.

Topics Covered

- Model steps to crossing intersections safely.

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

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

- 1 Explain safe crossing at an intersection.
- 2 Understanding intersection signs and signals for pedestrians.
- 3 Demonstrate safe behavior while approaching and crossing an intersection.
- 4 Role model appropriate crossing behavior for younger children.

Preparation:

- Set up “intersection” with cones, tape, traffic signs on yard sticks, colored paper for traffic signs, etc.
- Set up YouTube video (4 minutes), “Traffic Signals” [youtube.com/watch?v=V_PyuGQy5GU](https://www.youtube.com/watch?v=V_PyuGQy5GU).

LESSON 2.3

Timeline

	10 MINUTES Crossing Intersections Safely	36
	20 MINUTES Red Light, Green Light	38

Materials and Equipment

- Technology to see and hear videos.
- Poly spots or orange cones.
- Traffic lights and signs with handle: stop sign, stoplight, pedestrian “WALK” sign.
(RESOURCE GUIDE PAGES 176-183)



CROSSING INTERSECTIONS SAFELY

Discussion

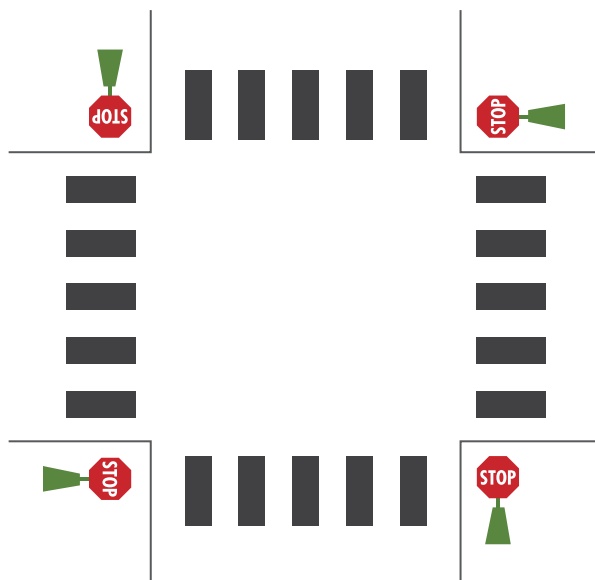
1 Watch the 4-minute video, “Traffic Signals.” [youtube.com/watch?v=V_PyuGQy5GU](https://www.youtube.com/watch?v=V_PyuGQy5GU)

2 Teacher takes the class to a cement playground or parking lot area where they have drawn with chalk or use ropes and pictures of traffic signs to create an intersection.

- *Let’s pretend that this is an intersection. You can see these 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.*

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.



- *I know what I should do if I am crossing only one street at mid-block, but I am now crossing at an intersection. Are there any other directions that are important for me to consider when crossing an intersection?*
 - > *Not only left and right, but also in front and behind.*
- *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.*



CROSSING INTERSECTIONS SAFELY

(CONT.)

- 3 Discuss traffic signs and pedestrian signals.
- *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 will know when it is our turn to cross.*
 - *What traffic sign is this and what does it tell me? (Display Stop Sign.) (RESOURCE GUIDE PAGE 178)*
 - > *Stop signs tell cars that they need to stop and see if it is clear to continue. Once the car has come to a stop and checked all directions for other cars, it may cross the intersection.*
 - *What does this traffic signal do? (Display Stoplight.) (RESOURCE GUIDE PAGE 177)*
 - > *Stoplight colors tell cars when they need to slow down, stop, and go.*
 - *Finally, what does this traffic signal tell us? (Display Pedestrian "Walk" Signal.) (RESOURCE GUIDE PAGE 176)*
 - > *Pedestrian signals tell us when it is our turn to cross.*
 - *Let's talk about the different things you might see on a pedestrian signal. I might see a red hand on the pedestrian signal. What do you think it means?*
 - > *This means that it is not safe to cross. You should stay at the edge of the sidewalk and wait until the next white "Walk" signal comes on.*
 - *If the pedestrian signal has numbers while the red hand is showing, what do you think that means?*
 - > *They are counting down to zero, telling us how much time is left to cross the street before the signal changes.*
 - *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" portion 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.*
 - *If the pedestrian signal has numbers while the white "Walk" signal is showing, what do you think this means?*
 - > *They are counting down to zero, telling us how much time we have to cross the street.*
 - *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.*



RED LIGHT, GREEN LIGHT

Activity

Practice safely crossing an intersection and demonstrate understanding by playing “Red Light, Green Light” game (20 minutes).

Sample Script

Now, it's your turn! You are going to get the chance to show me how to cross this intersection. Teacher will allow several students to demonstrate crossing an intersection. The teacher should allow the student to verbalize all movements to encourage internalization. *Great work! Now everybody try.*

Let's practice all together by playing one of my favorite games, "Red Light, Green Light."

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.

- 1 Allow all students to line up across a large field or auditorium from the teacher.
- 2 The teacher will show “Don't Walk sign for “Red Light” for students to freeze at the “edge” of the street.
- 3 They will then show the Walk sign for “Green Light” for the students to begin walking. For this age level, the teacher should emphasize looking left-right-left, behind and in front before moving, moving in a straight line, walking at all times, and paying attention to when the teacher is counting down. (Counting down will make children want to move faster. This is a great opportunity to emphasize that they have plenty of time to cross the street. There is no need to run.) If they do not do these things, they are out!
- 4 Play until all students have safely crossed the street.
- 5 Take students to a nearby marked crosswalk with pedestrian signals. If there isn't one nearby, draw or create one with ropes or tape on the floor or chalk on pavement and traffic signal cards. (RESOURCE GUIDE PAGE 176-183)
- 6 Have them work with partners and practice crossing the street while following pedestrian signals. Stress the following:
 - Give helpful cues to your partner.
 - Keep at least two feet away from the edge of the street while waiting for the signal to change.
 - Look all around and over your shoulders before crossing.
 - Continue to look and listen while crossing the street.

ACTIVITY MODIFICATION:

For students with visual impairments use a string or cord below the tape to add texture.

ACTIVITY MODIFICATION:

Assist students with looking left and right and left again if needed and give verbal cues to students with visual impairments to any dangers present.



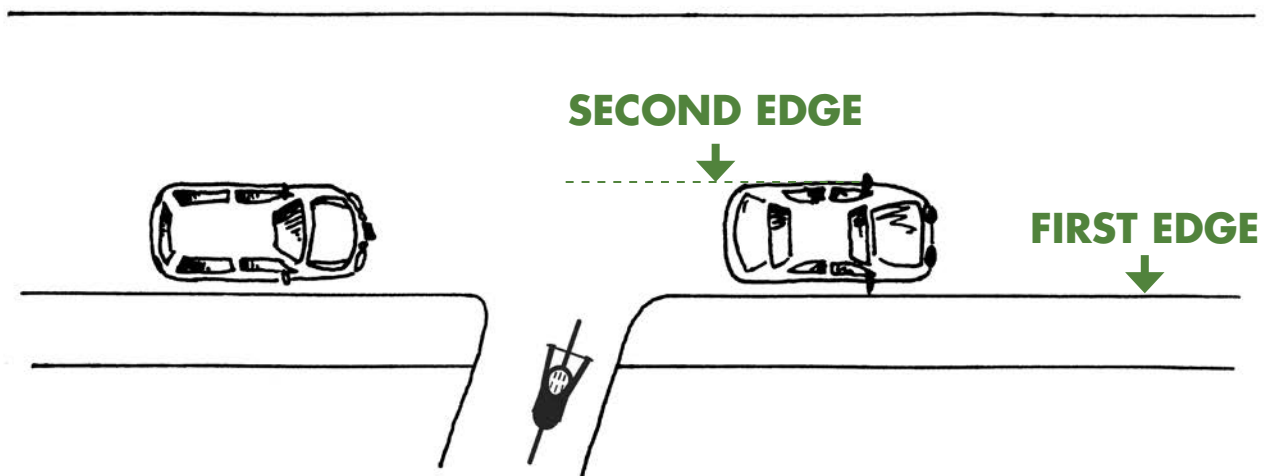
RED LIGHT, GREEN LIGHT

(CONT.)

- 7 Talk with students about a serious situation:
 - *What if you see a younger child attempt to run or cross the street? What could you do?*
 - > *Offer to cross with them by calling out and asking them to wait for you to begin crossing.*
 - > *Make sure that you do not run after them. Always stop at the edge first.*
 - > *Make sure to show them how through the steps for safe street crossing.*
- 8 Have an older group of students buddy up with a younger group of children. The older children can demonstrate safe behavior while teaching and modeling the younger children.
- 9 Talk to students about taking a walk in their community during next class period and ask for suggestions on places they would like to go. Write those ideas down and plan a route for the class to take next class period.

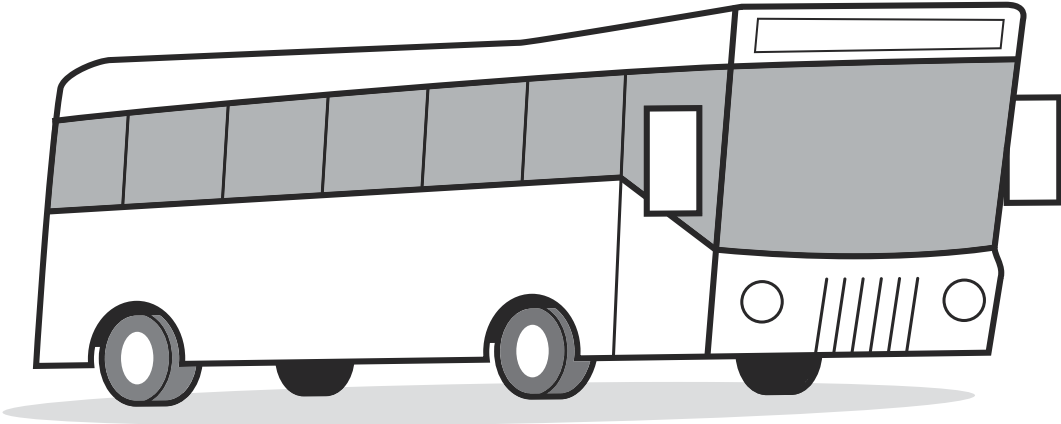
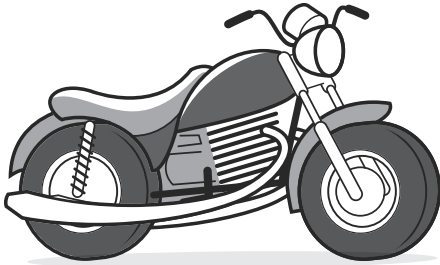
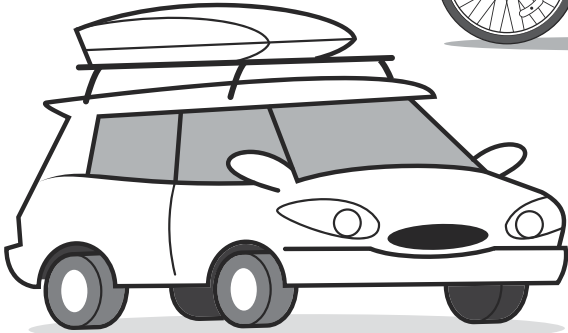
VOCABULARY CARDS

EDGES



VOCABULARY CARDS

VEHICLE



VOCABULARY CARDS

PEDESTRIAN



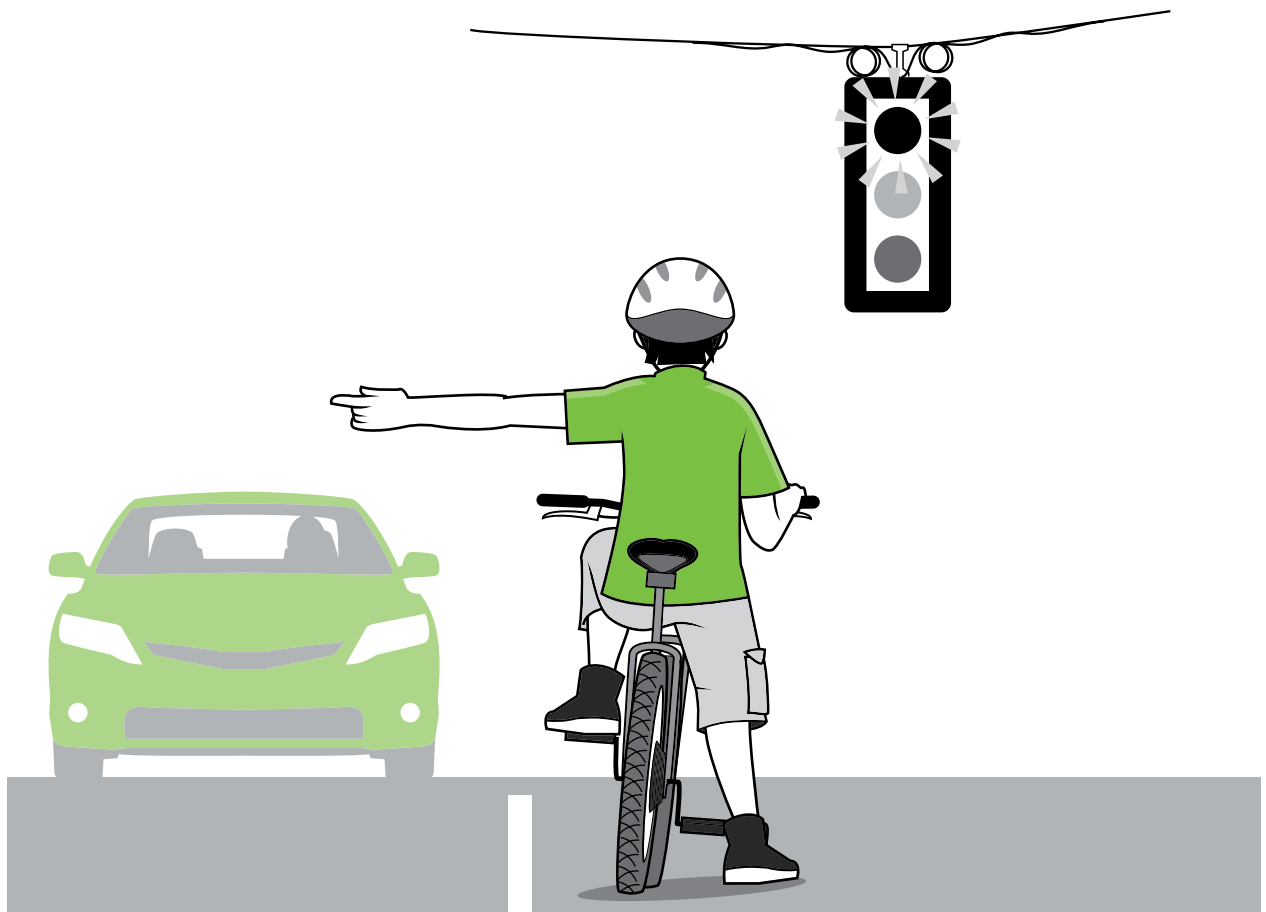
VOCABULARY CARDS

PEDESTRIAN

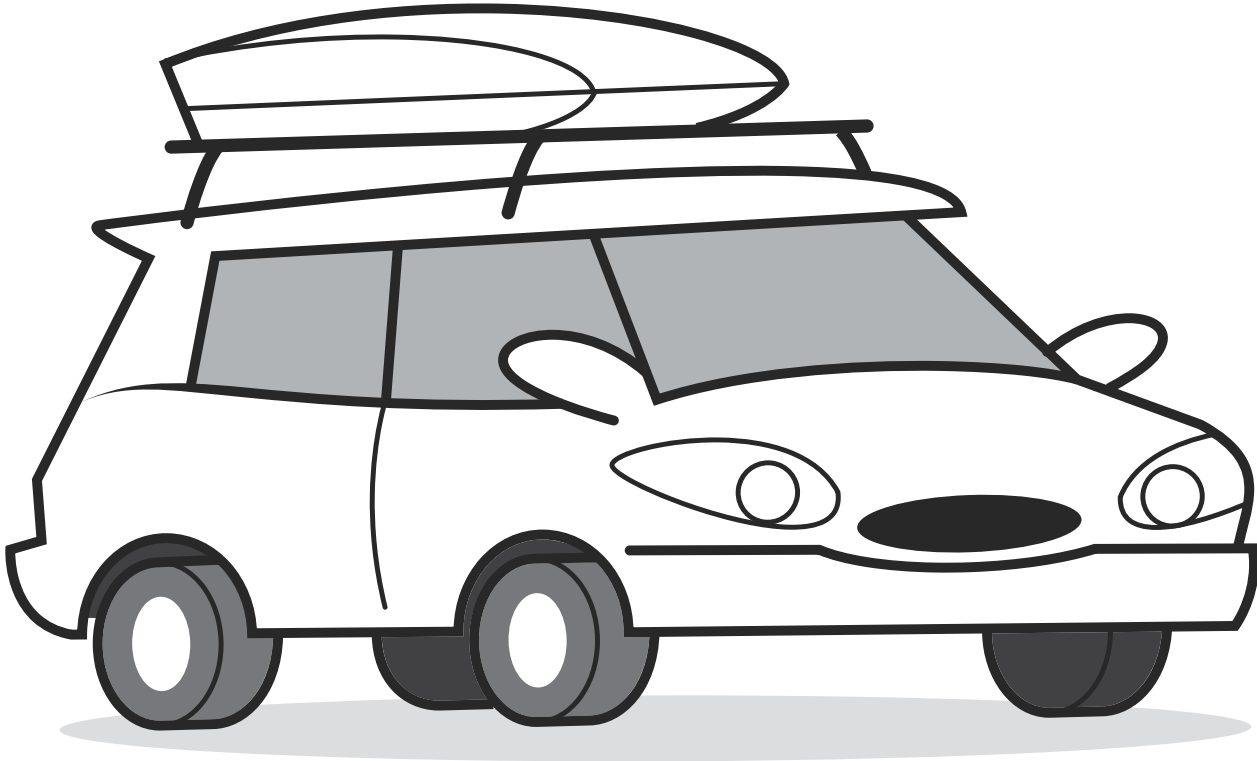


VOCABULARY CARDS

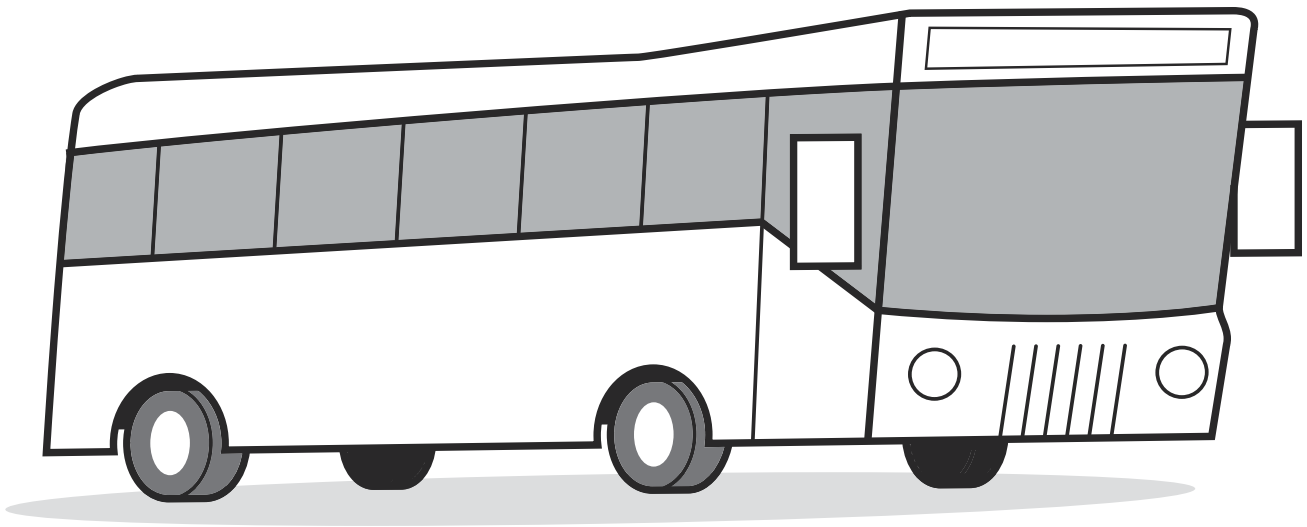
TRAFFIC



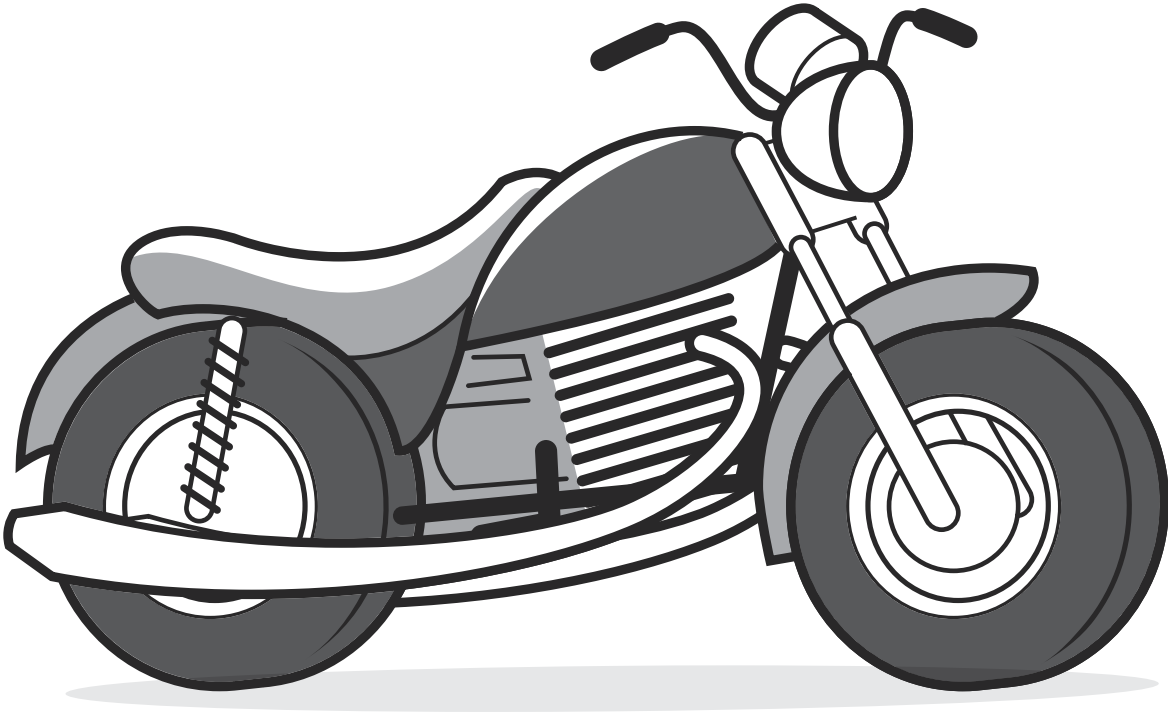
VISUAL BARRIERS (VEHICLES)



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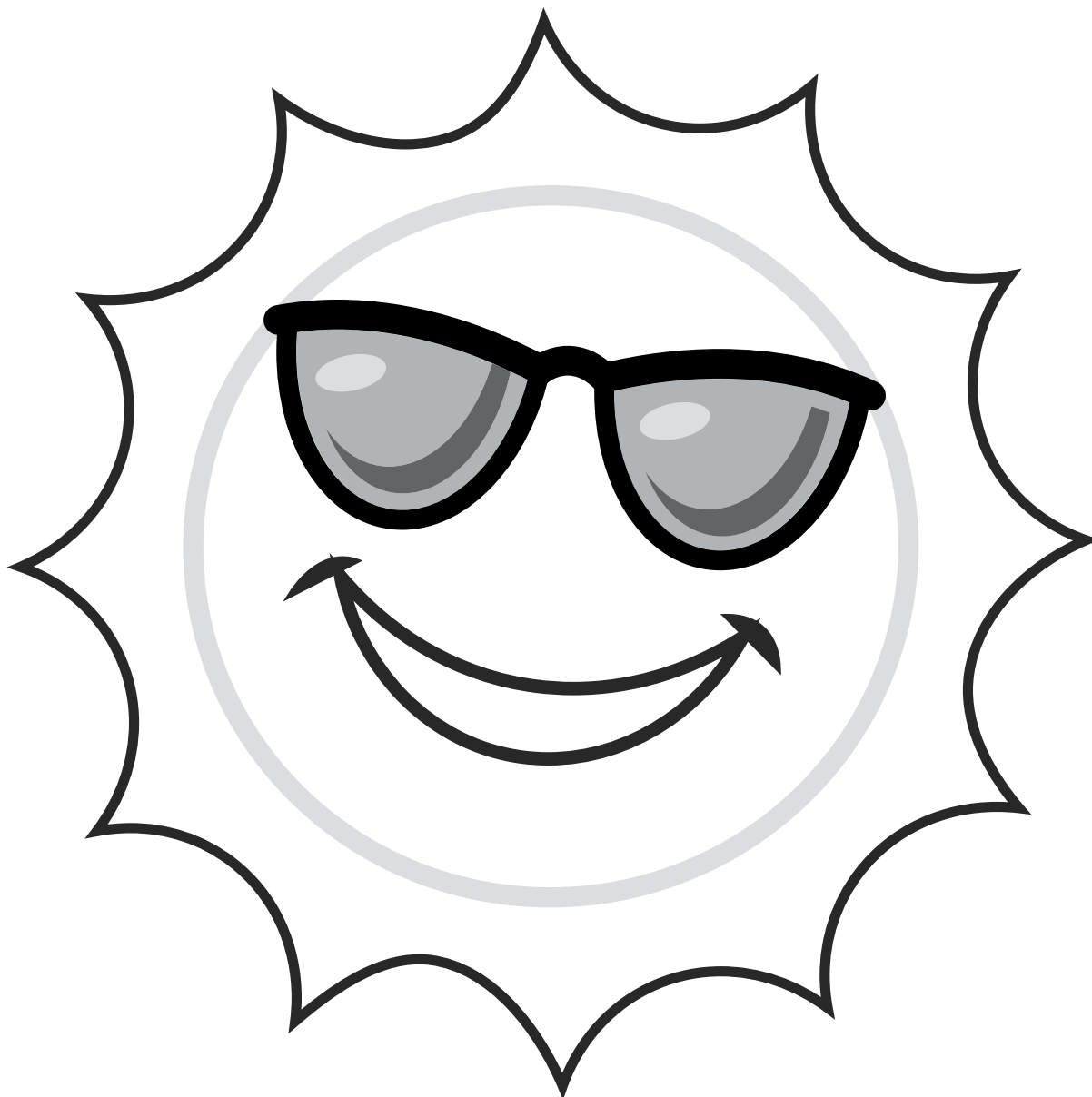
VISUAL BARRIERS



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