



GRADES K-1 PEDESTRIAN SAFETY LESSON 2A: CROSSING STREETS SAFELY

KNOWLEDGE BUILDING (15-20 MIN)

Overview

The instructor will identify reasons for crossing the street, explain the importance of students crossing the street with an adult or with a responsible older sibling who has permission from a parent or caregiver, and discuss how to cross the street safely.

Crossing the street requires multiple skills and can be complicated for children to learn. This lesson introduces the basic skills for crossing the street, such as scanning for vehicles (look left-right left) which establishes a skill base for the more complicated crossing of intersections in Lesson 3.

Research indicates that skill building activities better allow for students to develop safe pedestrian habits. **Please see lesson 2B for skill building activities to accompany this lesson.**

Children in grades K-1 are still developing the cognitive abilities required to make safe pedestrian decisions. While they can begin learning and practicing these skills, it is best for them to be accompanied by an adult when walking and especially when crossing streets. **Instructors may choose to emphasize certain concepts over others based on their understanding of the students' current level of knowledge.**

This lesson includes a video discussion guide for "Willy Whistle" to watch and review with students. Instructors may also opt to read the book "Look Left, Look Right, Look Left Again" to emphasize the points outlined in the lesson below.

These lessons include a parent/caregiver tip sheet that may be sent home with students upon completion of lesson and skill building activities to encourage reinforcement of skill-building. Parent/caregiver tip sheets are available in multiple languages and can be accessed at phila.gov/safe-routes-philly.



Outcomes

Students will be able to:

- Recognize that they should only cross the street with an adult.
- Explain why they need to use care and caution when crossing street.
- Understand the steps to crossing a street.
- Demonstrate how to look left-right-left.

Materials

Appendix A: Visual Aids

- Crossing guard
- Edge
- Visual barrier
- Second edge

Optional:

- **Appendix B:** “Willy Whistle” (6:54 minutes) Video Guide



LESSON PLAN

1

INTRODUCTION

1. **Introduce the lesson by having students brainstorm and discuss reasons for crossing the street.**

Streets come in many different sizes. There are big, wide ones and small, narrow ones. There are even one-way streets where cars travel in one direction only. Today we're going to learn the basic steps to cross a street. Raise your hand if you have ever crossed a street. Why did you cross the street?

- a. **Potential student responses:**

- ii. To get to school, a friend or family member's house, the park, a store etc.
- iii. To get to a bus stop. If you ride a school bus or a city bus with an adult, you might have to cross the street to get to the right bus stop.

2. **Discuss why students need to know how to cross the street safely.**

Crossing a street safely requires good pedestrian skills that you are just learning. A person can get hurt if they do not cross safely.

INSTRUCTOR NOTE:

At this age, children are still developing the cognitive abilities required to make safe pedestrian decisions. While they can begin learning and practicing these skills, it is best for them to be accompanied by an adult when walking and especially when crossing streets.

2

MAIN LEARNING ACTIVITY – HOW WE CROSS THE STREET

1. **Review why it is important to cross a street with an adult.**

Adults are taller so they can see more, and they have more experience crossing streets. They can help you be safe.

- a. **Discuss who might help students cross a street safely.**

- i. Parents/caregivers, aunt, uncle, grandparent, teacher, or crossing guard can help you cross.
- ii. Older siblings can help you cross if they are very responsible and have permission from your parents/caregivers. Sometimes older kids know how to help younger children cross the street, but not always. That is why you should ask your parents or caregivers first.

- b. [Display Visual Aid: Crossing Guard] Define "crossing guard."

- i. **A crossing guard** is a person who helps us know when it's safe to cross the street. When you go to school in the morning and when you leave school in the afternoon, you might see crossing guards near schools where there are a lot of kids and families crossing the street.

2. Review the steps to crossing the street.

- a. Find the safest place to cross. A safe place to cross is one where you can see traffic coming from both directions from a long way away. Usually the safest place to cross is at an intersection where cars must stop at stop signs or red lights. We'll talk more about that in the next lesson.

- ◁ b. Stop at the edge. [Display Visual Aid: Edge]
- c. Look and listen for traffic
 - i. Describe that traffic can be coming from both the left and the right.
 - ii. Explain why students should look left-right-left.
Look left first because that is the direction that cars closest to us will be coming from. Then, look right to see if traffic is coming from the other way. Last, look left again because cars move fast, and you want to make sure it is still safe to cross where cars are moving closest to you.
 - Remind students to look for cars, motorcycles, bicycles, buses or trucks.
 - Explain that it's good for pedestrians to look left-right-left even on one-way streets because sometimes drivers or bicyclists make mistakes and will go the wrong way, so it's good to always look both ways.
 - Demonstrate looking left-right-left.
 - Facilitate student practice in looking left-right-left and remind them what they are looking for each time.



MAKE IT INCLUSIVE!

- Emphasize the different cues people use to cross the street safely – looking, listening, etc.

INSTRUCTOR NOTE:

Students may not know their right from their left. Use hand motions as you turn your head to demonstrate the left-right-left motion. Hold up your right hand to show right. Hold up your left hand and show that your pointer finger and thumb make an L shape.

Students can be standing or sitting as they practice looking Left-Right-Left. Monitor students closely to ensure the students' heads are up and eyes are looking for cars.

- iii. Discuss sounds a student might hear when crossing the street and how those sounds can help them make safe decisions.
 - Car engines, horns, sirens, etc.
 - Explain that if students hear or see something coming, they should wait, and then start over. Look left-right-left and listen until all directions are clear.
- ◁ iv. Display Visual Aid: Visual Barrier] Discuss examples of “**visual barriers**” that might block their view of traffic on the street – parked cars, trash cans, bushes, trees, etc. *Because adults are taller, they can sometimes see over or around visual barriers, but not always.*
 - Discuss looking for a safer place to cross.
 - ◁ • Describe a “second edge” and discuss stopping at the second edge. [Display Visual Aid: Second Edge]
 - Move out a little further from the edge of the street to just to where barrier is located. This is called the **second edge**. When you reach the second edge, you stop. Adults can help you safely get to the second edge.

d. Cross quickly and safely

- i.** Remind students of key rules for walking safely that also apply to crossing the street (walk, don't run, don't play).
- ii.** Emphasize that the children should continue to look right and left as they cross the street, and that they should walk across the street in a straight line.

If you cross a street at a silly angle or in a zig zag, it will take you longer to cross the street. The longer you are in the street, the more you are in danger of being hit by a car. Plus, it is harder for drivers to tell where you're going.

3

ASSESS FOR UNDERSTANDING

- 1.** Facilitate discussion about how to cross safely in different scenarios. Scenarios may include the following, or students may also make up their own scenarios.
 - a.** On a street with no parked cars
 - b.** On a street with a lot of parked cars
 - c.** When walking with an adult
 - d.** If a ball or other toy rolls into the street, etc.
- 2.** Choose one or two of the following questions to ask students verbally or have them draw a response:
 - a.** What is one thing we learned today?
 - b.** How would you show what we learned to day to a friend or family member?
 - c.** What questions do you have about what we learned today?

4

WRAP UP

- 1.** Reiterate the importance of crossing with an adult.
- 2.** Reiterate the five steps for crossing the street:
 - a.** Find a safe place to cross,
 - b.** Stop at the edge or second edge,
 - c.** Look left-right-left,
 - d.** Listen for traffic, and
 - e.** Cross quickly and safely in a straight line while continuing to look left-right-left and listen for traffic.

APPENDIX A: VISUAL AIDS



Crossing Guard



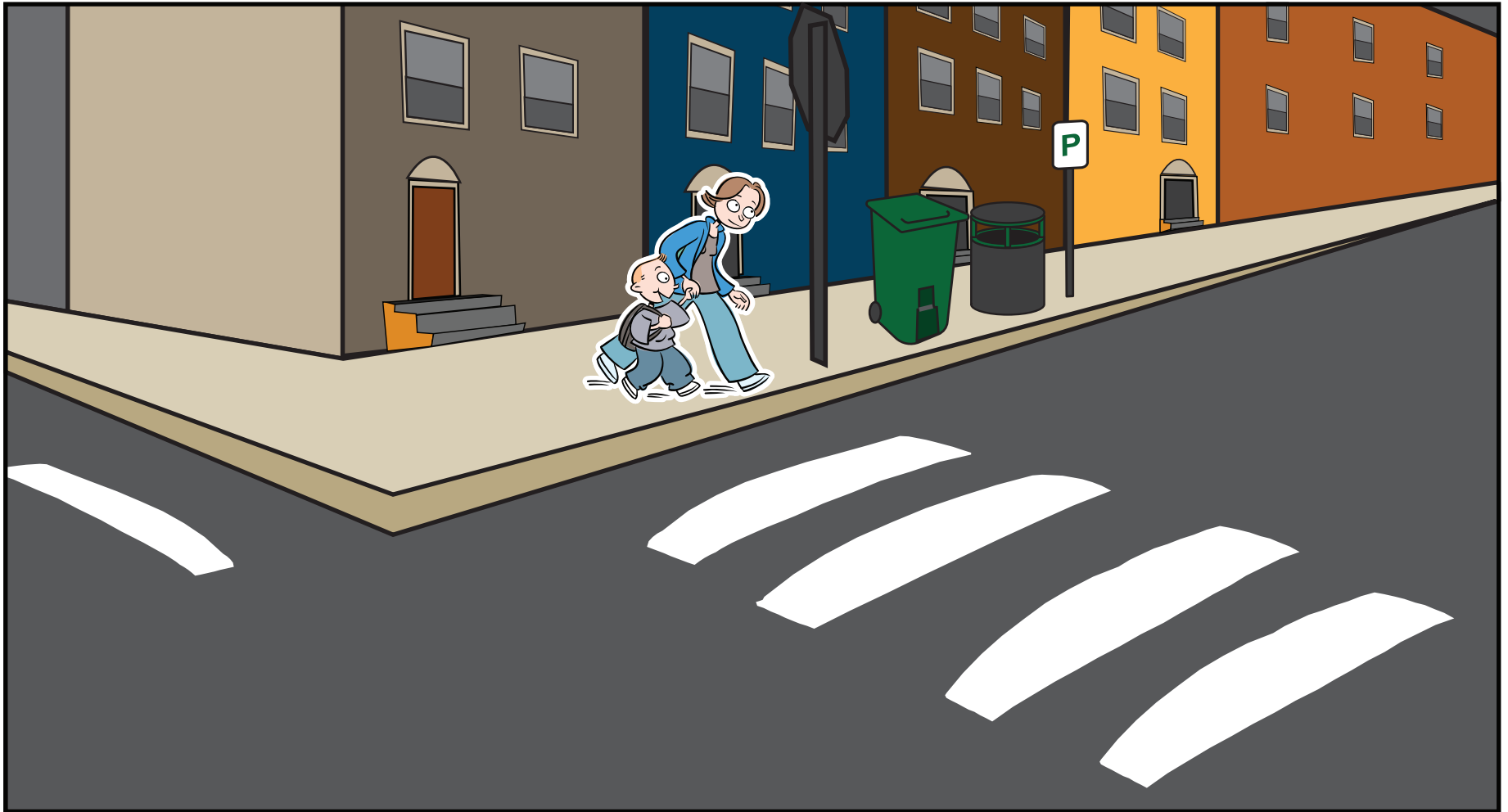
A person who helps us know when
it's safe to cross the street

Edge



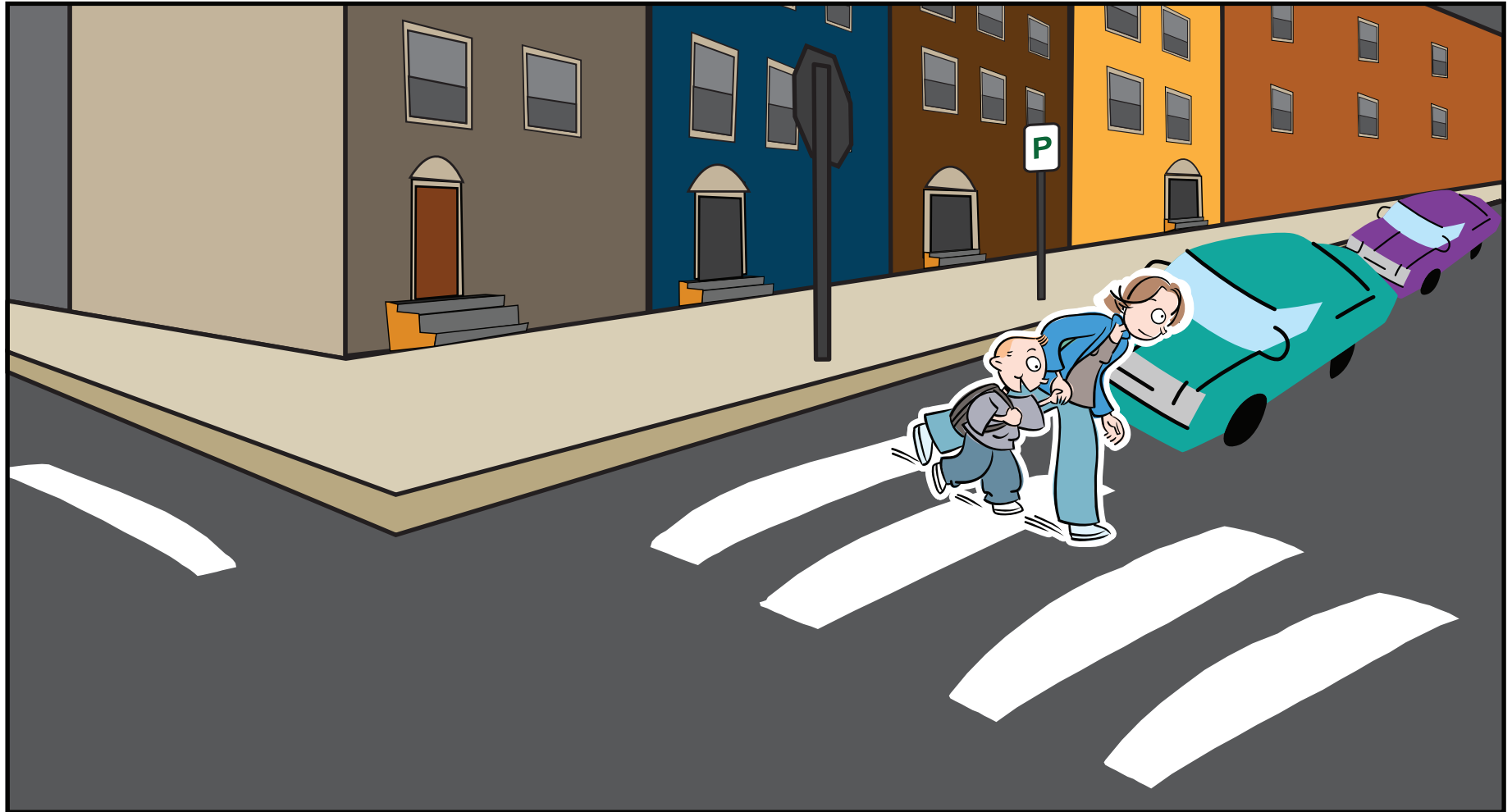
The curb or the side of the road;
the line between safety and danger.

Visual Barrier



Something that might block your view of traffic on the street, such as parked cars, trash cans, bushes or trees.

Second Edge



APPENDIX B

WILLIE WHISTLE VIDEO GUIDE

Directions: To reinforce the messages in the lesson and test student understanding, instructors can show the Willy Whistle video use the discussion guide below.

Video Title: [Willy Whistle \(6:54 minutes\)](#)

Topic Area: Lesson 2 – Crossing Streets Safely

What is Mrs. Smith’s job? What does she do?

Student Response: Mrs. Smith is a Crossing Guard. She helps children cross the street safely.

Where does Willy Whistle say it’s best to cross the street?

Student Response: Until you are older, it’s best to cross the street at the corner with an adult you trust.

Why should you learn how to cross the street?

Student Response: Crossing guards, adults, crosswalks and traffic signals aren’t always there when you need to cross the street.

What is the first thing we do when we come to a curb/edge of a street?

Student Response: You stop!

Why do you stop at the curb?

Student Response: There may be cars coming, you don’t want to get hit.

Which way should we look before crossing the street? Why do we look left first?

Student Response: Look left, then right, and left again. Left is the direction that cars closest to you are coming from.

How do we know which way is left?

Student Response: The pointer finger and thumb on your left hand make an “L.”

What should we do if we see a car coming when we are going to cross the street?

Student Response: Wait for the car to pass, and then look left-right-left until it is safe to cross.

What should we do after we begin crossing the street? Why?

Student Response: Walk straight across the street. Keep your head up. Look left-right-left to make sure it is still safe to cross and there are no oncoming cars.

What do you do if there are parked cars on the street where you are planning to cross?

Student Response: Step to the curb and stop. Check to make sure the cars are not running and are empty. Step to the outside edge of the parked cars and stop. Look left-right-left. If a car is coming, wait and look left-right-left again.

Why is it more difficult to cross where there are parked cars?

Student Response: When you’re on the sidewalk you can’t see whether a car is coming or not.

What 3 things should we remember?

The instructor can use this as an opportunity to ask about other things that might make it difficult to see cars coming – trash cans, bushes, etc.

1. Stop at the curb
2. Always look left-right-left again until there are no cars coming
3. If cars are parked on the street, go to the second edge and stop, so you can look left-right-left



GRADES K-1 PEDESTRIAN SAFETY LESSON 1B: WALKING SAFELY NEAR TRAFFIC

SKILL BUILDING ACTIVITIES (10-30 MIN)

It is important for children to practice safe pedestrian behaviors that they learned during the knowledge building lessons for them to develop motor skills and replicate these behaviors in their everyday life. Research indicates that knowledge-building alone does not transfer to behavior change. For students to develop safe pedestrian behaviors they need to be given the opportunity to practice specific skills. Ideally, the practice opportunities will be performed in a real context (i.e. outside of a classroom or gym), but any practice opportunity is better than none.

The Safe Routes Philly Pedestrian Safety Skill Building Activities listed below provide three options for skill-building activities at increasing levels of real-world context:

- **Dramatize safe and unsafe scenarios:** In a classroom or virtual setting
- **Practice safe walking around school grounds:** Outside of the classroom, but on school grounds
- **Take a supervised walk through a nearby neighborhood with parent volunteers:** On nearby neighborhood roads

Each activity option includes details on space, time, materials and staff support required.

Prior to the activity, the instructor should review the Lesson 1 Knowledge Building materials and provide a brief review for students and model any behaviors/body movements that will be part of the Skill Building activity.

These lessons include a parent/caregiver tip sheet that may be sent home with students upon completion of lesson and skill building activities to encourage reinforcement of skill-building. Parent/caregiver tip sheets are available in multiple languages and can be accessed at phila.gov/safe-routes-philly.



SKILL BUILDING INSIDE

ACTIVITY DESCRIPTION	DETAILS
Dramatize safe and unsafe scenarios while reviewing safety rules (10 minutes)	LOCATION: Classroom, gymnasium, or online MATERIALS: Instructor develops list of questions or uses questions provided in Appendix A. STAFF SUPPORT: No additional staff support needed. INSTRUCTIONS: Instructor asks students to demonstrate different safety scenarios they might encounter when they are walking near traffic. Appendix A contains example skill building activities for use in a classroom or virtual setting. These can be modified to increase student movement as space allows in the classroom or gymnasium.

SKILL BUILDING OUTSIDE

ACTIVITY DESCRIPTION	DETAILS
Practice safe walking around school grounds to reinforce appropriate behavior (10-20 minutes)	LOCATION: On school grounds MATERIALS: None STAFF SUPPORT: Adult volunteers (1 adult for every 6-8 students.) INSTRUCTIONS: Students should practice walking on a sidewalk without pushing or playing, listening to an adult's instructions, crossing driveways, walking when there is no sidewalk (on the left side of the street facing traffic), etc.



SKILL BUILDING NEAR TRAFFIC

ACTIVITY DESCRIPTION	DETAILS
<p>Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce proper walking behavior</p> <p>(20-30 minutes)</p>	<p>LOCATION: Outside</p> <p>MATERIALS: Walking field trip permission slips, signed by all students' guardians</p> <p>STAFF SUPPORT: Adult volunteers (1 adult for every 6-8 students).</p> <p>INSTRUCTIONS: Students should practice walking on a sidewalk without pushing or playing, listening to an adult's instructions, crossing driveways, walking when there is no sidewalk (on the left side of the street facing traffic), etc.</p> <p>NOTE: While the ultimate goal of this activity should be to reinforce proper safety behavior, adults may opt to play an "I Spy" game or hold a mini scavenger hunt to hold student attention and reinforce previous knowledge in other subject areas.</p> <p>Note: Given the time and staffing commitment, this activity may be most beneficial at the end of all 3 knowledge lessons.</p>

APPENDIX A

MOVEMENT ACTIVITY FOR SKILL BUILDING

Directions: Instructor calls out a question and mimes the action a safe pedestrian would take. Students or instructor may call out appropriate answer.

EXAMPLE QUESTIONS:

Question 1: Where do you walk on a street?

Movement response: Sidewalk—hold arms out straight in front of you

Question 2: How do you move on the sidewalk?

Movement response: Walk in place with head held high

Question 3: How do you walk with an adult?

Movement response: Hold his/her hand—clasp both hands together

Question 4: What do you do when you approach a driveway?

Movement response: Stop—put hand flat out in front of you

Question 5: What do you do before you step into the driveway?

Movement response: Look left-right-left

Question 6: What do you do if you see the car's lights on or a person in the car?

Movement response: Stop—put hand out flat in front of you

Question 7: How do you move across the driveway?

Movement response: Walk in place with head held high

Question 8: What color clothes can help drivers see you?

Movement response: Bright or reflective—flick fingers in front of body