



GRADES 2-3 PEDESTRIAN SAFETY LESSON 3A: CROSSING INTERSECTIONS SAFELY

KNOWLEDGE BUILDING (20-25 MIN)

Overview

The instructor will review steps to crossing the street, emphasize the importance of crossing the street with an adult or responsible older sibling, and define and discuss “intersections.”

This lesson is intended to orient students to key elements of intersections, such as signs, signals and crosswalks in preparation for the skill building activity where they will practice crossing intersections. **Skill building activities and role modeling (from other students or adults) are still essential for this age group to learn how to cross intersections safely. Please see lesson 3B for skill building activities to accompany this lesson.**

At this age, children are still developing the cognitive abilities required to make safe pedestrian decisions, and concepts related to crossing intersections may be too complex for some children. Instructors may choose to emphasize certain concepts over others based on their understanding of the students’ current level of knowledge.

This lesson includes a discussion guide for two videos, “Late for School” and “Texting While Walking” to emphasize some of the key learning points in this lesson.

Instructors may incorporate a movement break after Part 1: Intersection Basics.

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 an intersection with an adult.
- Be able to identify and explain the meaning of traffic signs and signals.
- Understand the difference between crossing a street and crossing an intersection.

Materials

Appendix A: Visual Aids

- Intersection with Stop Sign
- Intersection with Traffic Signal
- Crosswalks and Curb Ramps
- Stop Sign
- Traffic signal
- Pedestrian Signal – Walk
- Pedestrian Signal – Don't Walk
- Pedestrian Signal – Countdown
- **Appendix B:** Vocabulary Matching
- **Appendix C:** Fill in the blank
- **Appendix D:** Answer Key

Optional materials

- **Appendix E:** "Late for School" (1:23 minutes) and "Texting While Walking" (1:17 minutes) video guides



LESSON PLAN

1

INTRODUCTION

1. Introduce the lesson by having students brainstorm reasons for crossing intersections.

- a. To get to school, the bus stop, a friend or family member's house, the park etc.

2. Review steps to crossing the street from Lesson 2 and tell students all the steps apply to crossing an intersection.

3. Emphasize the importance of crossing the street with an adult or responsible older sibling.

Remember, adults or older siblings have more experience walking and can help keep you safe as you cross the intersection.

2

MAIN LEARNING ACTIVITY – INTERSECTION BASICS

1. Discuss why students need to know how to cross intersections safely.

Intersections are usually the safest place to cross a street, but they can be tricky because there is a lot to pay attention to and cars coming from more than two directions.

2. [Display Visual Aid: Intersection with Stop Sign] Define "intersection."

- a. An **intersection** is where two or more streets meet each other.

MAKE IT INCLUSIVE!

- Explain crossing elements for people with a disability, such as curb ramps and accessible (audible) pedestrian signals. Accessible pedestrian signals use vibrations or sounds to alert pedestrians with vision impairments when the walk sign turns on.
- For students with color blindness, encourage students to watch for the position of the light in the signal that is lit and understand what each position means.
- Explain why some people need more time to cross. They may have shorter legs, use a mobility device like a cane or wheelchair or may be older.

- b. Discuss that traffic moves from all directions through an intersection.

Drivers can turn or go straight at an intersection. At the same time, pedestrians are crossing parts of the intersection.

Everyone at the intersection needs to listen to signs or signals to know how to travel in the intersection safely.

3. Discuss and define elements of a stop-controlled intersection.

- a. [Display Visual Aid: Stop Sign] **Stop signs** tell cars that they need to first stop and see if it is clear to continue.

- b. [Display Visual Aid: Crosswalks] **Crosswalks** are painted areas on the road that show pedestrians where they should walk to cross an intersection. Most intersections in Philadelphia have painted crosswalks.

- ◁ c. [Display Visual Aid: Curb ramps] **Curb ramps** are small ramps that connect the sidewalk to the crosswalk. They allow people in wheelchairs or pushing strollers to safely move into the crosswalk.

- ◁ 4. **Display Visual Aid: Intersection with Traffic signals]** Introduce a signal-controlled intersection.

Instead of stop signs, some intersections have traffic signals. Drivers and pedestrians look at these signals to know when it is their turn to move across the intersection.

- 5. **Discuss and define “traffic signals” and “pedestrian signals.”**

- ◁ a. [Display Visual Aid: Traffic Signals] Traffic signal colors tell drivers when they need to slow down, stop, or go.
 - i. Red / Top Light – means stop.
 - ii. Yellow / Middle Light – slow down, signal is changing.
 - iii. Green / Bottom Light – means go, but always look first to be sure it’s safe.
- b. **Pedestrian signals** help pedestrians know when it is their turn to cross. Sometimes these signals make noise to help people who can’t see know when it is their turn to cross. *Remember to always obey the pedestrian signals. If you don’t listen to the signals, you might get into a crash and get hurt. An adult can help you understand what the pedestrian signal is telling you.*
- ◁ i. Display Visual Aid: Pedestrian Signal - Walk] When the white walking figure lights up, it is your turn to cross. This doesn’t always mean that all traffic has stopped, especially turning vehicles. You need to be sure you are still looking in all directions and listening for traffic when you cross.
- ◁ ii. [Display Visual Aid: The red hand signal tells you it is not safe to cross. You should stop at the edge of the sidewalk and wait until the signal changes.

INSTRUCTOR NOTE:

Students may have difficulty judging if it is safe to cross when the Don’t Walk signal is flashing. An adult can help students make these decisions.

- iii. If the red hand signal is blinking or flashing, it means that time is running out for you to cross the street.
 - If you have already started crossing and you see the flashing red hand, you should keep crossing.
 - If you are still standing on the sidewalk, you should stop and wait at the edge until the signal changes to the white walking person signal.

- ◁ iv. [Display Visual Aid: Pedestrian Signal – Countdown] Sometimes pedestrian signals have countdown numbers to help pedestrians know how much time is left to cross the street.

- c. **Explain that when there is no pedestrian signal, students should use the traffic signal to determine when to cross.**

Not all intersections in Philadelphia have pedestrian signals. If there is not a Walk/Don’t Walk signal, look for the color of the traffic signal. If the light is green, you’re allowed to walk and cross the street in that direction. You must look left-right-left and check to make sure traffic is stopped before crossing. You also need to look over your shoulder to make sure there are no turning cars. If the light is red, stop and wait. Have the adult you’re walking with help you decide when to safely cross an intersection without pedestrian signals.

- 6. **Check for student understanding by facilitating discussion about the elements of an intersection and the messages that different signs and signals provide for pedestrians and drivers.**

3

MAIN LEARNING ACTIVITY, PART 2: CROSSING THE INTERSECTION

1. Discuss how to safely cross an intersection.
 - a. Stop as soon as you reach the intersection. If there is a curb ramp, stop at the edge of the sidewalk before the ramp starts.
 - b. Look for signs and signals to tell you when it is your turn to cross.
 - c. Discuss with the adult you're walking with to decide when it is safe to cross.
 - d. Look and listen for traffic. Look left-right-left, then in front and behind you for cars coming from other directions in the intersection. If you see cars, repeat the process until the intersection is clear.
 - e. Keep your head up and walk in a straight line in the crosswalk. Keep looking in all directions for cars as you are crossing.

Assess for understanding: Using the materials provided in appendix C & D, have students fill in the blank and match vocabulary words from the lesson. (Note to educators: Answer key is provided in Appendix E).

4

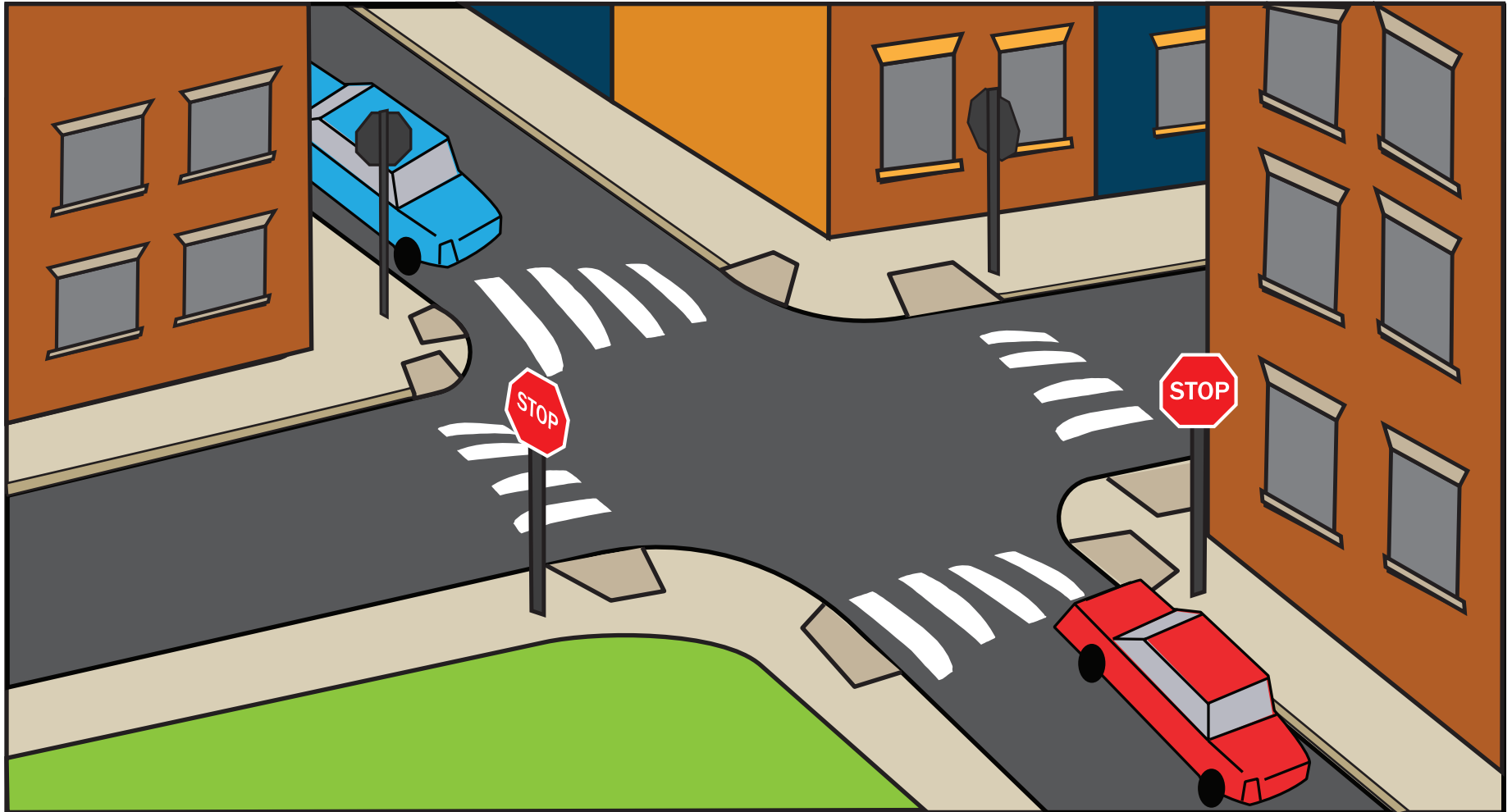
WRAP UP

1. Give students 1 minute to think about one thing they learned in this lesson that they will share with a family member or friend. Instruct students to turn to a neighbor and discuss for 2 minutes. Ask a few students to volunteer to share what they will discuss with their family member or friend. Student answers may resemble:
 - a. Intersections are where two streets cross each other.
 - b. Intersections sometimes have signs or signals to help me figure out when it's my turn to cross.
 - c. If there are no pedestrian signals, I should be extra careful when crossing the intersection.
 - d. I should discuss with the adult I am walking with when it's safe to cross.
2. Encourage students to share what they learned with their family members and friends.

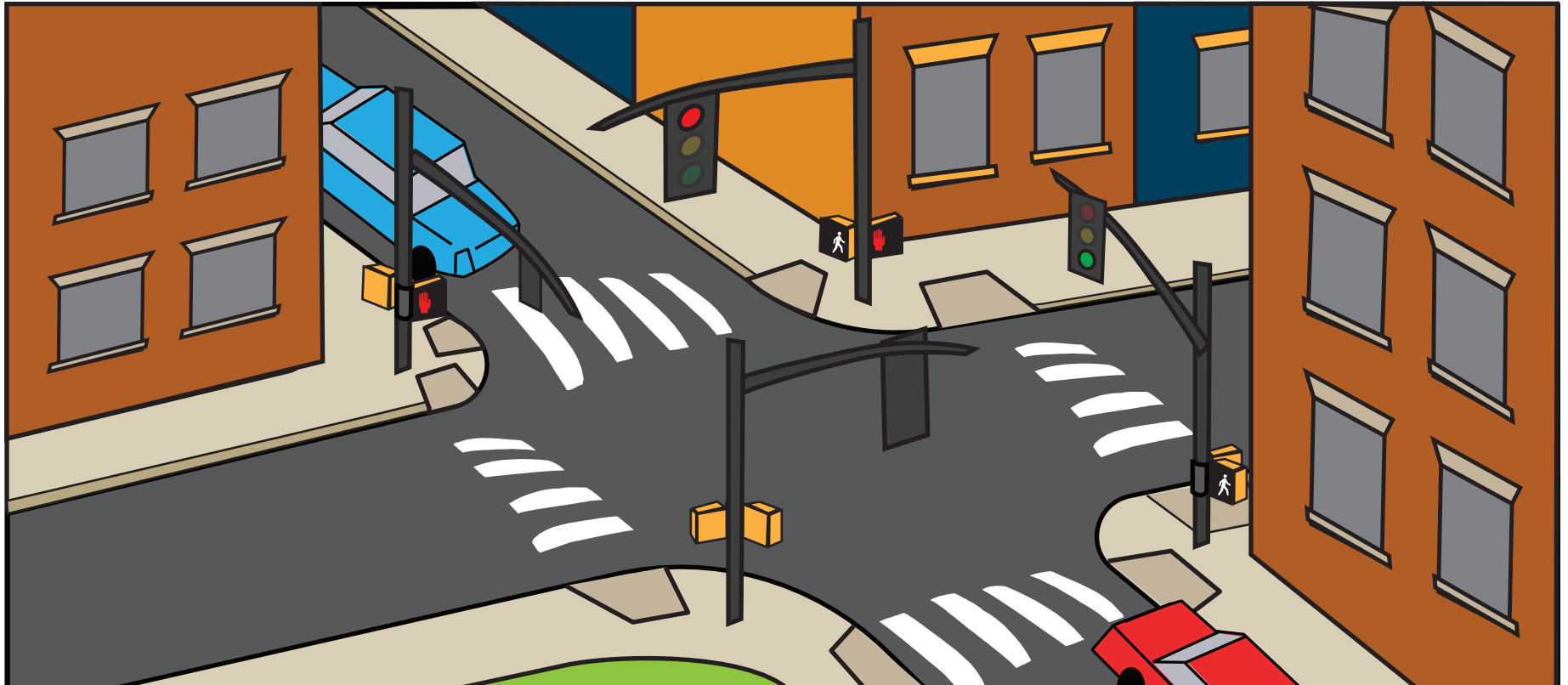
APPENDIX A: Visual Aids



Intersection with Stop Signs

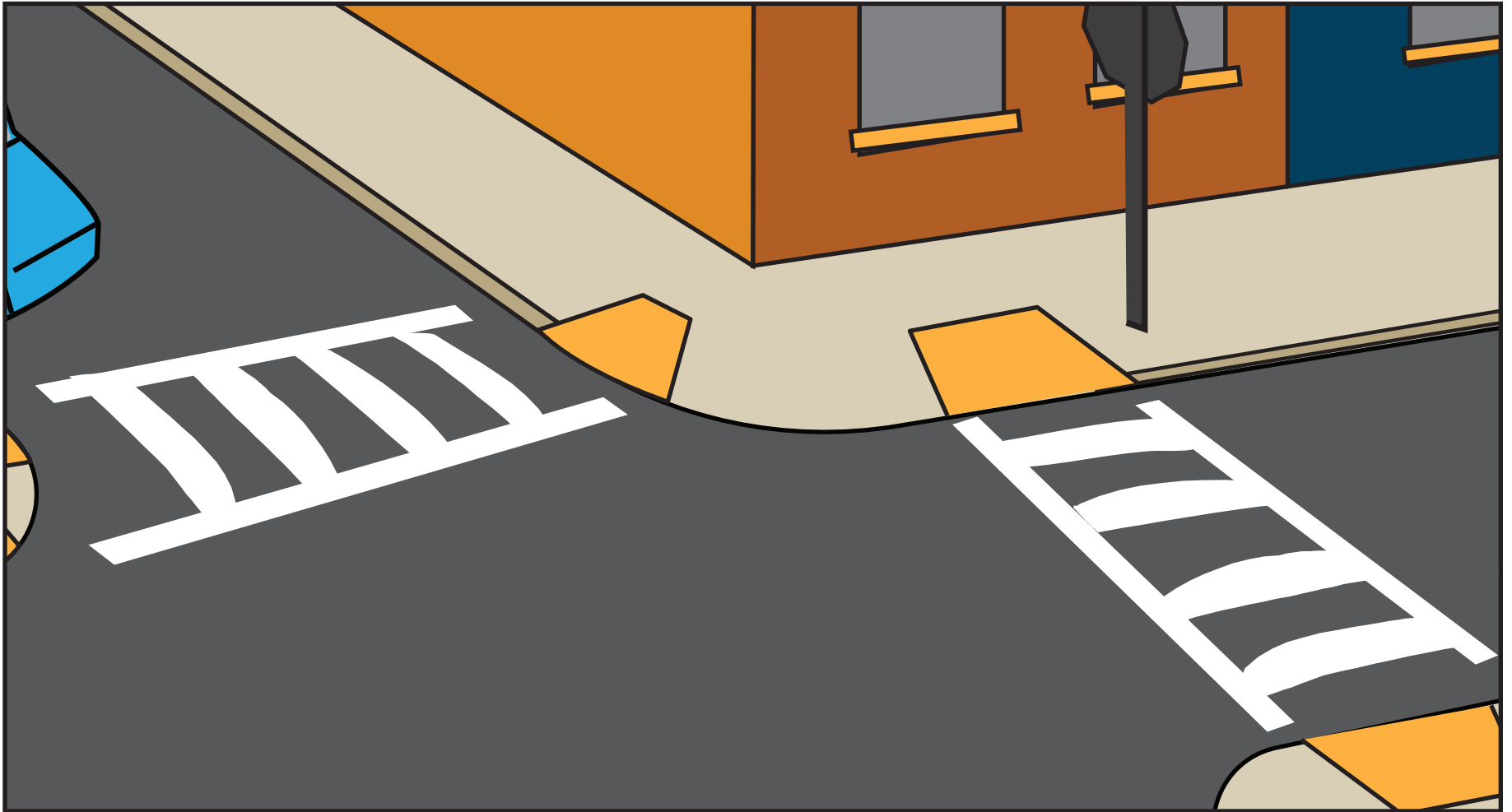


Intersection with Traffic Signals



Where two roads meet.

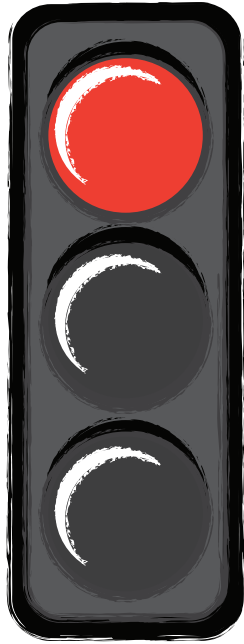
Crosswalk & Curb Ramps



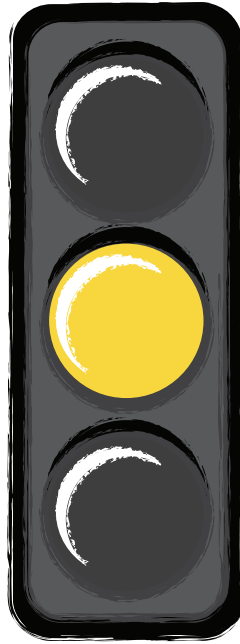
Stop Sign



Traffic Signal



Red/Top
Light



Yellow/Middle
Light



Green/Bottom
Light

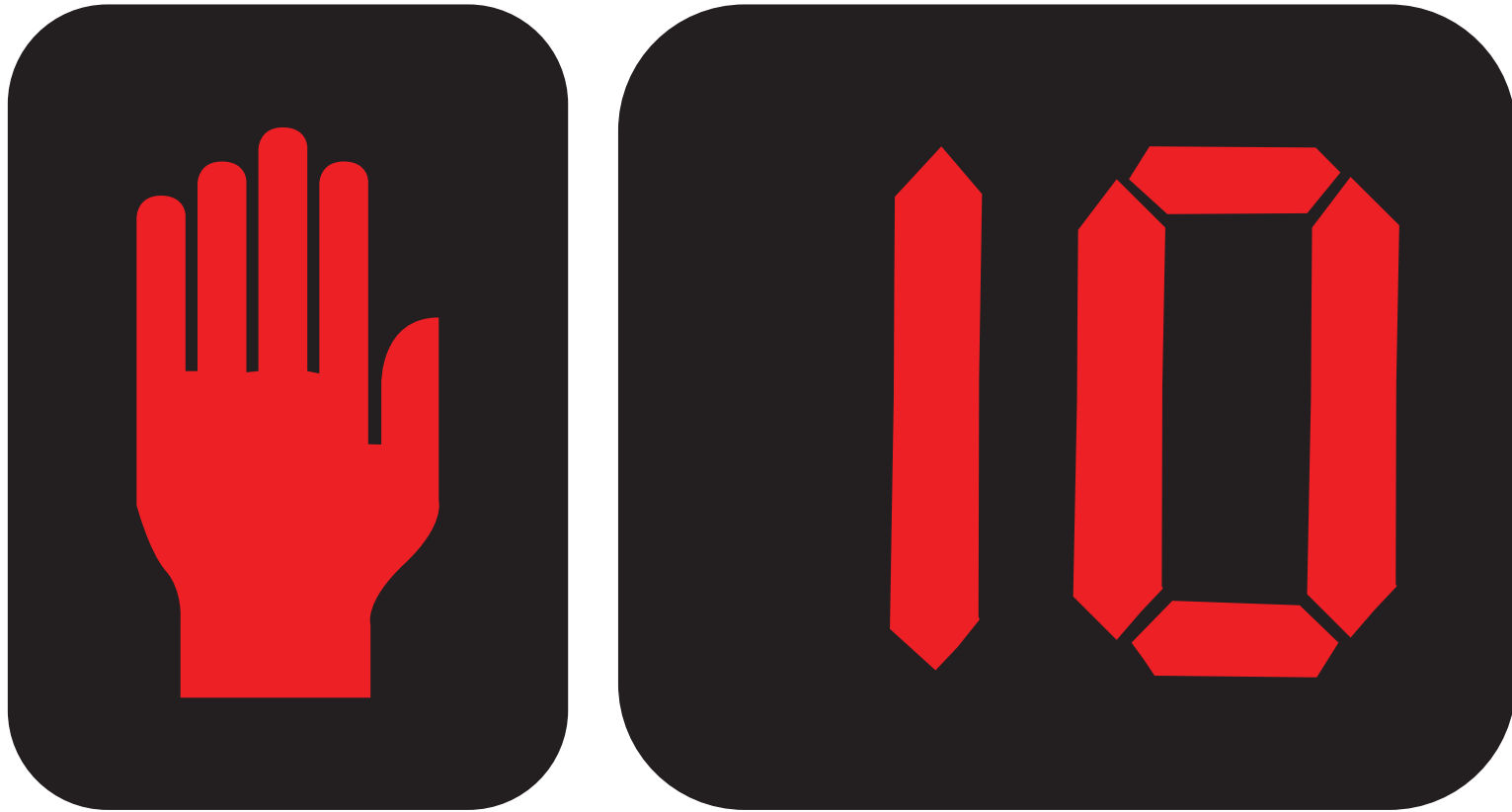
Pedestrian Signal – Walk



Pedestrian Signal – Don't Walk



Pedestrian Signal – Countdown



APPENDIX B

VOCABULARY MATCHING

Directions: Match the word to its definition.

Pedestrian signal

Where two roads meet

Intersection

Painted areas on the road that show pedestrians where they should walk to cross an intersection

Crosswalk

Helps pedestrians know when it is their turn to cross by lights and/or sound

Traffic signals

Small ramps that connect the sidewalk to the crosswalk

Curb ramp

Tells drivers when they need to slow down, stop, or go

APPENDIX C

FILL IN THE BLANK

Directions: Using the word bank below, match the word to the definition

Traffic Signals

Stop Signs

Crosswalks

Curb Ramps

Red Lights

Slow Down

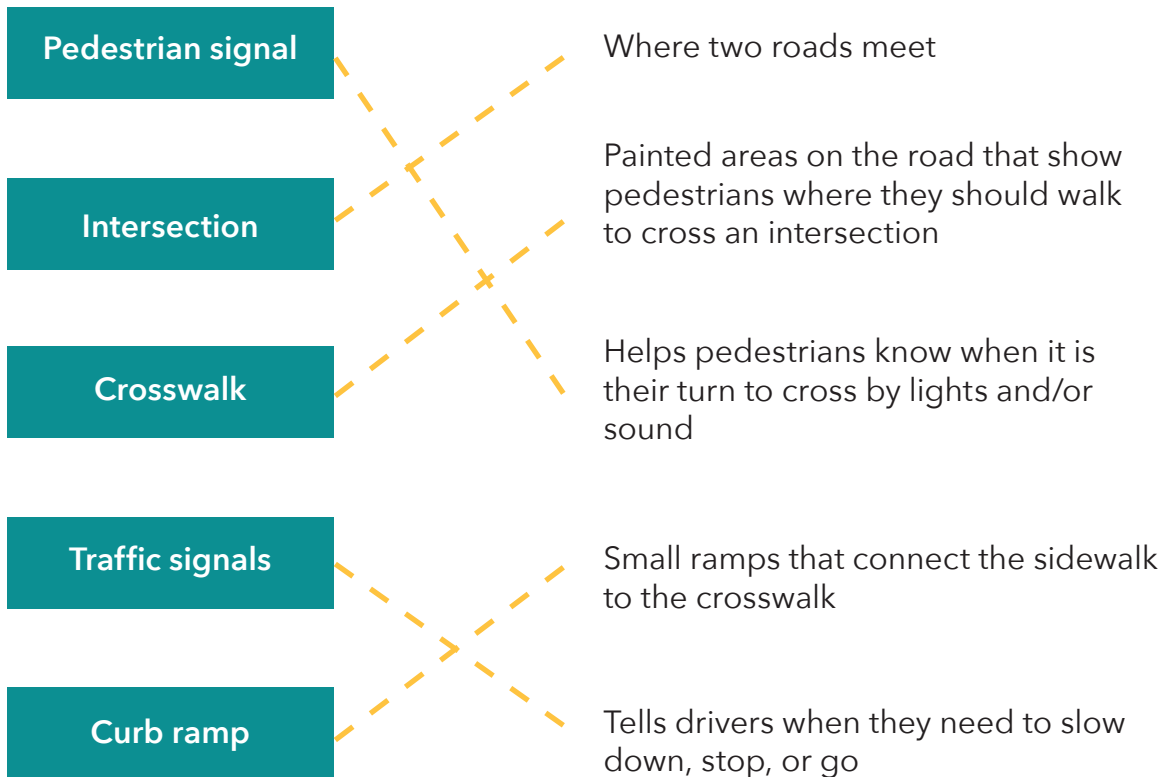
Pedestrian Signals

- 1 When the traffic light turns yellow, people driving should _____.
- 2 _____ make it easier to step onto the curb.
- 3 _____ and _____ tell drivers to stop.
- 4 _____ have a walking person and a hand to let pedestrians know when it is safe to cross the street.
- 5 _____ are painted lines on the ground, normally at an intersection, that show pedestrians where to walk in an intersection.
- 6 Pedestrians and drivers look at _____ at an intersection to understand where to go.

APPENDIX D

FILL IN THE BLANK ANSWERS

VOCABULARY MATCHING ANSWER KEY:



FILL IN THE BLANK ANSWER KEY:

1. Slow Down
2. Curb Ramps
3. Stop Sign and Red Lights
4. Pedestrian Signals
5. Crosswalks
6. Traffic Signals

APPENDIX E

LATE FOR SCHOOL VIDEO GUIDE

Directions: To reinforce the messages in the lesson and test student understanding, instructors can show the Safe Routes Philly videos and use the discussion guides below.

Video Title: [Late for School \(1:23\)](#)

Topic Area: Crossing Intersections Safely

Play the first section of the video, until you see the screen that says “Was that Safe or Unsafe?” and then hit pause to discuss the behaviors with your students, recording their answers on the board if you choose.

The first section is unsafe for the following reasons:

- The child runs into the street without stopping at the curb to look left, right, left
- The child ignores the instructions of the crossing guard

Play the next section of the video until you see the screen that says “Was that Safe or Unsafe?” and then hit pause to discuss the behaviors with your students, recording their answers on the board if you choose.

The second section is safe for the following reasons:

- The child stops at the edge of the curb
- The child waits for the crossing guard to wave him through the intersection before crossing

Play the final review section to remind students that they must always listen to the instructions of their crossing guards, even if they are running late.

APPENDIX E

TEXTING WHILE WALKING VIDEO GUIDE

Directions: To reinforce the messages in the lesson and test student understanding, instructors can show the Safe Routes Philly videos and use the discussion guides below.

Video Title: [Texting While Walking \(1:17\)](#)

Topic Area: Crossing Intersections Safely

Play the first section of the video, until you see the screen that says “Was that Safe or Unsafe?” and then hit pause to discuss the behaviors with your students, recording their answers on the board if you choose.

The first section is unsafe for the following reasons:

- The child is paying more attention to her phone than walking safely
- The child only briefly pauses to look up at the traffic signal before crossing through the intersection
- The child enters the intersection without looking left-right-left

Play the next section of the video until you see the screen that says “Was that Safe or Unsafe?” and then hit pause to discuss the behaviors with your students, recording their answers on the board if you choose.

The second section is safe for the following reasons:

- The child stops at the edge of the curb and puts her cell phone at her side so she can pay attention to the traffic light
- The child stays on the curb and does not cross until she has a green light

Challenge your students to find things the girl could have done better in the safe video clip. (Even though she had a green light, she could have looked left, right, left to make sure no cars were coming).

Play the final review section to remind students that they should never enter an intersection without putting their phone or game down, stopping at the edge of the curb and looking left, right, left.



GRADES 2-3 PEDESTRIAN SAFETY LESSON 3B: CROSSING INTERSECTIONS SAFELY

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:

- **Demonstrate understanding by playing “Red Hand, Walking Person” game:** Classroom, gymnasium, or on school grounds
- **Practice safely crossing the model intersection:** Gymnasium or on school grounds
- **Take a supervised walk in a nearby neighborhood with adult 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 3 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.

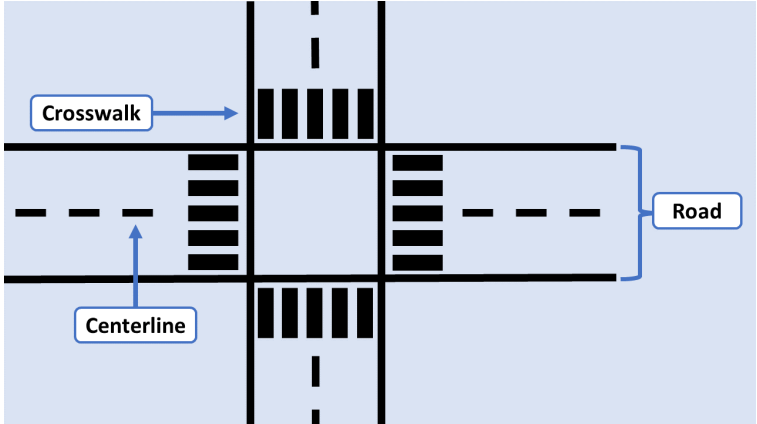


SKILL BUILDING INSIDE

ACTIVITY DESCRIPTION	DETAILS
<p>Demonstrate understanding by playing “Red Hand, Walking Person” game</p> <p>(10 minutes)</p>	<p>LOCATION: Classroom, gymnasium, or virtual classroom</p> <p>MATERIALS: Printed pedestrian signal visual aids from Lesson 3 Knowledge Building lesson</p> <p>STAFF SUPPORT: No additional staff support needed.</p> <p>INSTRUCTIONS: Students will practice some of the things they have learned about crossing intersections by playing a variation on the game, “Red Light, Green Light.” Since they have learned about pedestrian signals this variation is called “Red Hand, Walking Person.”</p> <ol style="list-style-type: none">1. Have all students to line up shoulder to shoulder across a clear, open area or opposite the instructor.2. The instructor will call out “Red Hand” for students to freeze at the “edge” of the street.3. he instructor will then call out “Walking Person” for the children to begin moving safely walking. Students must look Left-Right-Left and Front and Back before walking (not running) in a straight line while continuing to look. If they do not do these things, they are out!4. 4) The first student or students to reach the instructor at the “other side of the intersection” is declared the “Crossing the Intersection Champ!” This student could help call out the instructions for the next round.



SKILL BUILDING OUTSIDE

ACTIVITY DESCRIPTION	DETAILS
<p>Practice safely crossing the model intersection (15-20 minutes)</p>	<p>LOCATION: Gymnasium or on school grounds</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> Printed pedestrian signal visual aids from Lesson 3 Knowledge Building lesson. Cones, tape, and yard sticks to create traffic signs, traffic signals and pedestrian signals using the visual aids. Tape or rope to create a model 4-way intersection, similar to the example below.  <p>Use masking tape to create a 4-way intersection. Eight long strips of tape are needed for the streets, and short strips are needed for the lane dividers in the middle of the streets.</p> <p>OPTIONAL STAFF SUPPORT: Possibly adult or other student helpers.</p>



SKILL BUILDING OUTSIDE

ACTIVITY DESCRIPTION	DETAILS
<p>Practice safely crossing the model intersection (15-20 minutes)</p>	<p>INSTRUCTIONS:</p> <ul style="list-style-type: none">• Set up model intersection as shown in diagram above.• Verbally review / demonstrate the steps for crossing a street::<ul style="list-style-type: none">○ Stop at the edge○ Look and listen for traffic○ Cross quickly and safely• Remind students of the need to always cross intersections with an adult or older brother or sister.• Have students take turns practicing the steps to cross the intersection:<ul style="list-style-type: none">○ Stop at the edge of the sidewalk while you wait to cross.○ Look for signs and signals to help you know when it is your turn to cross.○ Traffic can be coming from four directions, so we need to look front and back in addition to left and right.• Instructors and other adults or older student helpers can serve as the traffic signals (changing from green to yellow to red) and pedestrian signals (Walk/Don't Walk) as students practice crossing the intersection.• Remind students of the reasons why they must practice safe behaviors at intersections.• Instructors should provide positive feedback and gently correct mistakes. <p>VARIATIONS:</p> <ul style="list-style-type: none">• Use trash cans or large boxes to create visual barriers and help students practice moving to the second edge to cross. <p>If time allows, this younger group of students can partner with an older group of children (i.e.: grade level pairings of 2-3 and 4-5 or 6-8). The older children can demonstrate safe behavior while teaching and modeling for the younger children.</p>



SKILL BUILDING NEAR TRAFFIC

ACTIVITY DESCRIPTION	DETAILS
<p>Take a walk in a nearby neighborhood with adult volunteers to practice and reinforce safe behaviors when crossing intersections</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:</p> <ul style="list-style-type: none">• Designate a route that is accessible for students that may have mobility impairments. Note: Consider assigning staff or older student helpers.• Before leaving school, instructor should verbally review/demonstrate the steps for crossing an intersection:<ul style="list-style-type: none">○ Stop at the edge. If there is a curb ramp, stop at the edge of the sidewalk, not on the curb ramp while you wait to cross.○ Look for signs and signals to help you know when it is your turn to cross.○ Traffic can be coming from four directions, so we need to look front and back in addition to left and right.○ Cross quickly and safely.• If possible, students should have the opportunity to practice the steps to cross intersections with STOP signs and intersections with traffic signals.• When crossing intersections, remind students of the reasons why they must practice these safe behaviors.