



# GRADES 2-3 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 children to develop safe pedestrian habits. **Please see lesson 2B for skill building activities to accompany this lesson.**

Children in grades 2-3 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 discussion guide for the video "Let's Play Ball" to emphasize some of the key learning points in this lesson.

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](http://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:** “Let’s Play Ball” (1:26 minutes) Video Guide
- **Appendix C:** Safety Scenarios
- **Appendix D:** Vocabulary Matching
- **Appendix E:** Answer Key



## 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. To get to school, a friend or family member's house, the park etc.
- b. 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.
- c. To get to the other side!

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

*Almost every time we walk somewhere, we have to cross the street. When we cross the street, we share the space with cars, trucks, bikes, and buses. 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 have more experience walking. They also are better at understanding how drivers will behave, which is something you are learning to do. They can help you be safe.*

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

- a. Parents/caregivers, aunt, uncle, grandparent, teacher, or crossing guard can help you cross.
- b. Explain the circumstances under which an older sibling might assist with crossing the street. Older siblings can help students cross if they are very responsible and have permission from parents/caregivers. *Sometimes older kids know how to help younger kids cross the street, but not always. That is why you should ask your parents or caregivers first.*

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

- i. **A crossing guard** is a person who helps pedestrians know when it's safe to cross the street.

3. **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.*

4. [Display Visual Aid: Edge] Stop at the edge.
- a. The **edge** is the curb or side of the road. It's the line between safety and danger. *An edge is a safe place to look for cars before you cross the street because you can see them coming, but you are still far away from them.*
5. Discuss examples of "visual barriers" that might block the view of moving cars, such as parked cars, delivery trucks, buses, trash cans, bushes, trees, etc. [Display Visual Aid: Visual Barrier]
- a. If there is a visual barrier, first look around to see if there is a better place to cross that may not have a visual barrier.
6. If there is not a safer place to cross and something is blocking the view of moving cars, describe a "second edge" and discuss stopping at the second edge. [Display Visual Aid: Second Edge]
- a. 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.

**MAKE IT INCLUSIVE!**

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

7. Look and listen for traffic
- a. Describe that traffic can be coming from both the left and the right.
  - b. 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.*
    - i. Remind students to look for cars, motorcycles, bicycles, buses, or trucks.
    - ii. 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.
    - iii. Demonstrate looking left-right-left.
    - iv. Facilitate student practice in looking left-right-left and remind them what they are looking for each time.
  - c. Discuss sounds a student might hear when crossing the street and how those sounds can help them make safe decisions.
    - i. Car engines, horns, sirens, etc.
    - ii. 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.

**8.** Cross quickly and safely

- a.** Remind students of key rules for walking safely that also apply to crossing the street (walk, don't run, don't play).
- b.** 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.*

- 9. Assess understanding:** Using Appendix C, have students read the scenarios and circle the correct answer. (Educator note: Answers are in Appendix E).



## 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.
- 3.** Choose one or two of the following questions to ask students verbally or have them write a short response:
  - a.** How will you use what you've learned today outside of school?
  - b.** What surprised you the most about today's lesson?
  - c.** What is a follow up question you have about today's lesson?

## APPENDIX A: Visual Aids



# Crossing Guard



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

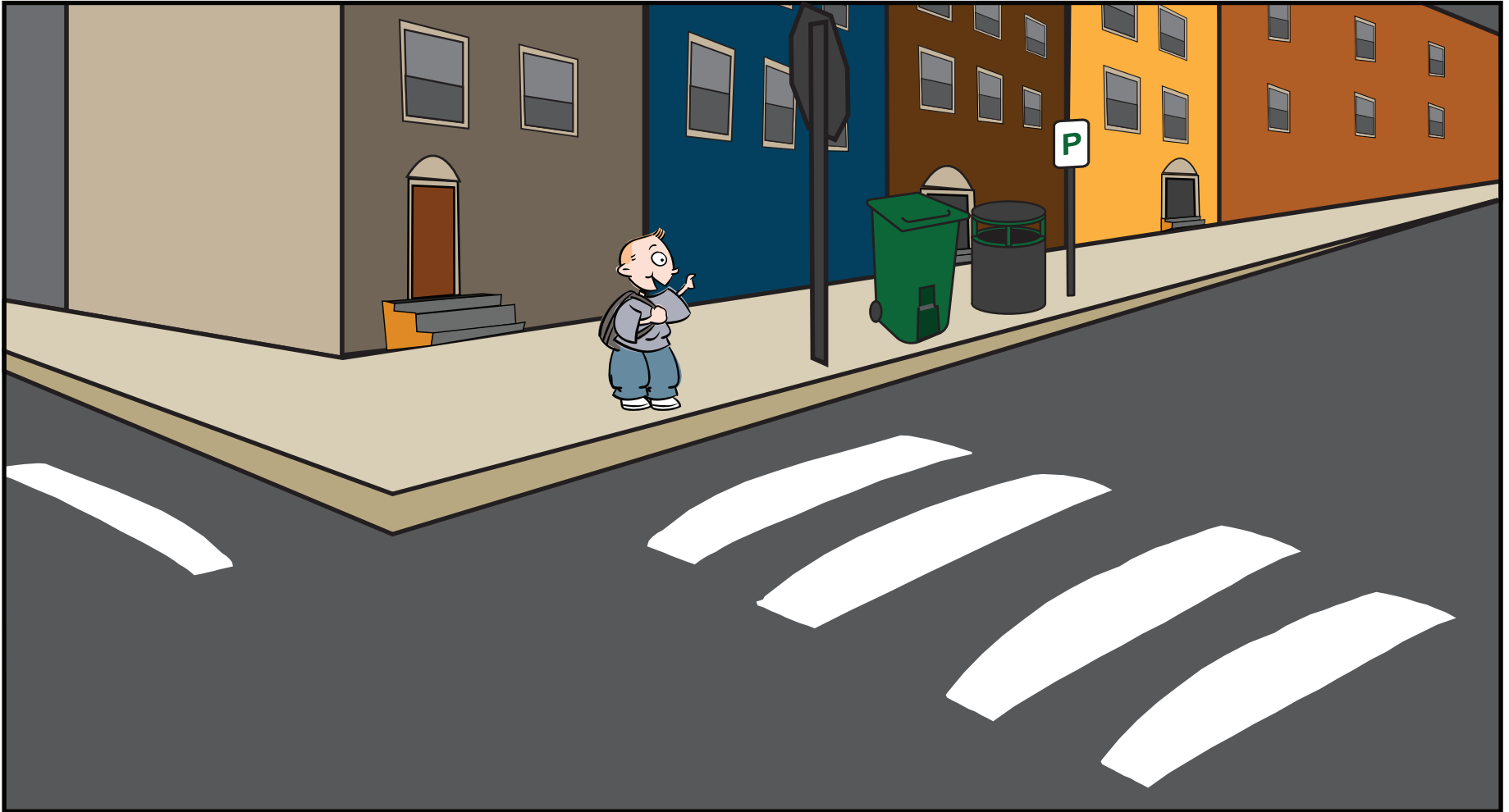
# Edge



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

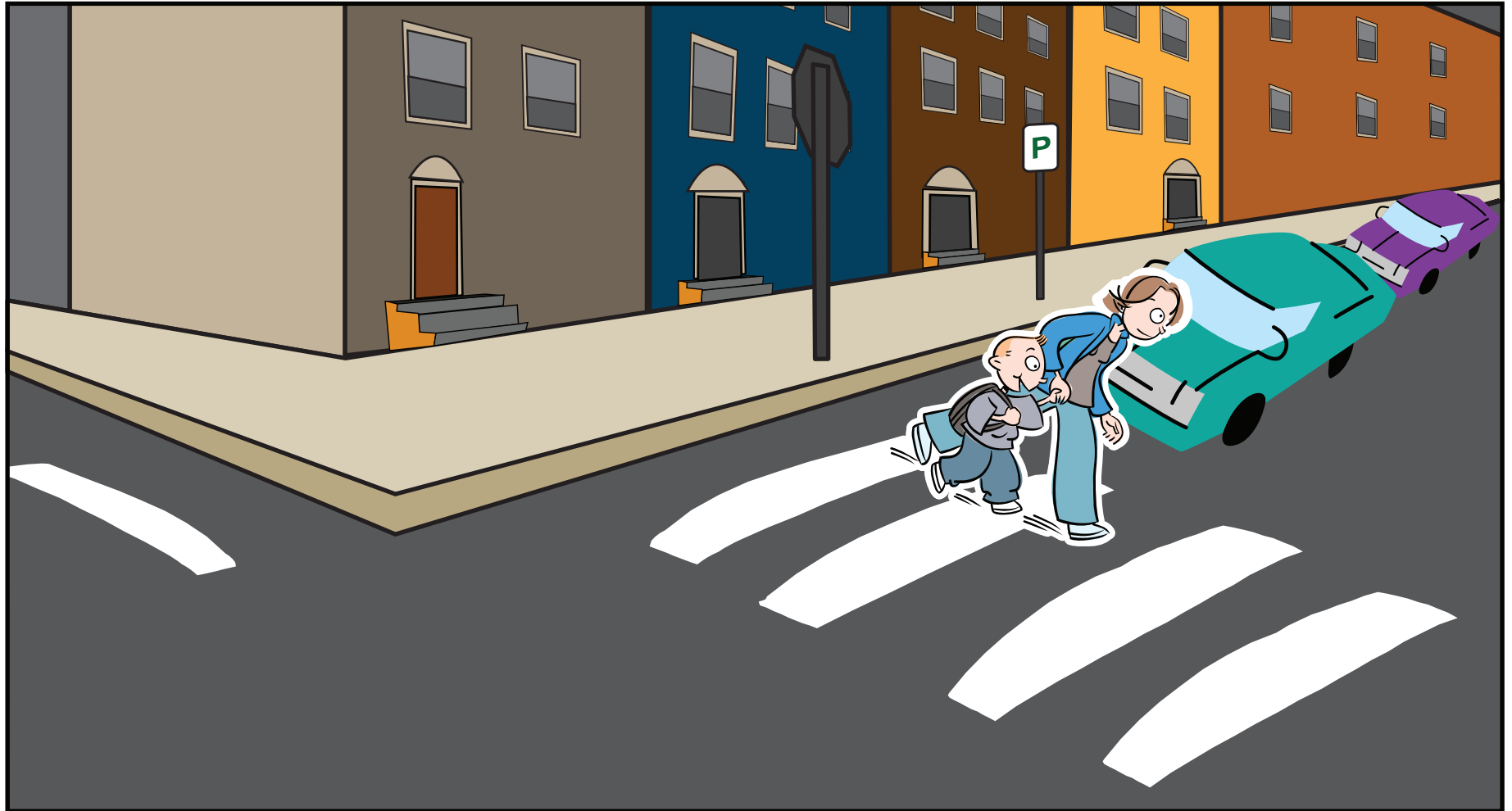


# Visual Barrier



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

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**Directions:** To reinforce the messages in the lesson and test student understanding, instructors can show the Safe Routes Philly video “Let’s Play Ball” and use the discussion guide below.

**Video Title:** [Let’s Play Ball \(1:26\)](#)

**Topic Area:** Lesson 2 – Crossing Streets 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.

Play the final review section to remind students of the vocabulary word, “Visual Barrier” and brainstorm possible visual barriers in the city (trees, dumpsters, snow mounds, etc.) Visual Barrier Definition: Any object that blocks your view when crossing the street.

**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 runs into the street in between two parked cars (visual barriers)

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 looks left, right, left
- The child stops at the edge of the car (the visual barrier) and looks left, right, left
- The child waits to retrieve the ball until there are no cars coming

## APPENDIX C

### SAFETY SCENARIOS & VOCABULARY

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**Directions:** Read each safety scenario below and circle the correct safe pedestrian habit.

1

You and your adult just stepped off the bus. What is the first thing you should do?

- A. Run onto the curb to get out of the street.
- B. Look left, right, and left again to make sure it is clear to cross.
- C. Jump off the bus steps.
- D. None of the above.

2

You and a friend are playing with a ball outside. Your friend throws the ball and it rolls into the street. What should you do?

- A. Tell a trusted adult to help you retrieve the ball.
- B. Run out and retrieve it as quickly as possible.
- C. Try to retrieve the ball without going onto the street.
- D. Both A & C.

3

You are on your way to school and have to cross the street. What should you do?

- A. Find a safe place to cross.
- B. Look right, left, and right again.
- C. Follow the directions of the crossing guard.
- D. All of the above.

4

You are coming home from your friend's house, and you're in a hurry. You see that the sidewalk ahead is closed! What do you do?

- A. Find a safe place to cross to walk on the sidewalk where the sidewalk is open.
- B. Walk as close to the cars and/or curb as possible to stay out of the road.
- C. Walk through the closed area to not go into the street.
- D. None of the above.

## APPENDIX C

### SAFETY SCENARIOS & VOCABULARY

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**Directions:** Match the word to its definition.

Edge

The curb or side of the road after a visual barrier

Second edge

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

Crossing guard

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

Visual barrier

A street where cars travel in one direction instead of two

One way street

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

## APPENDIX D

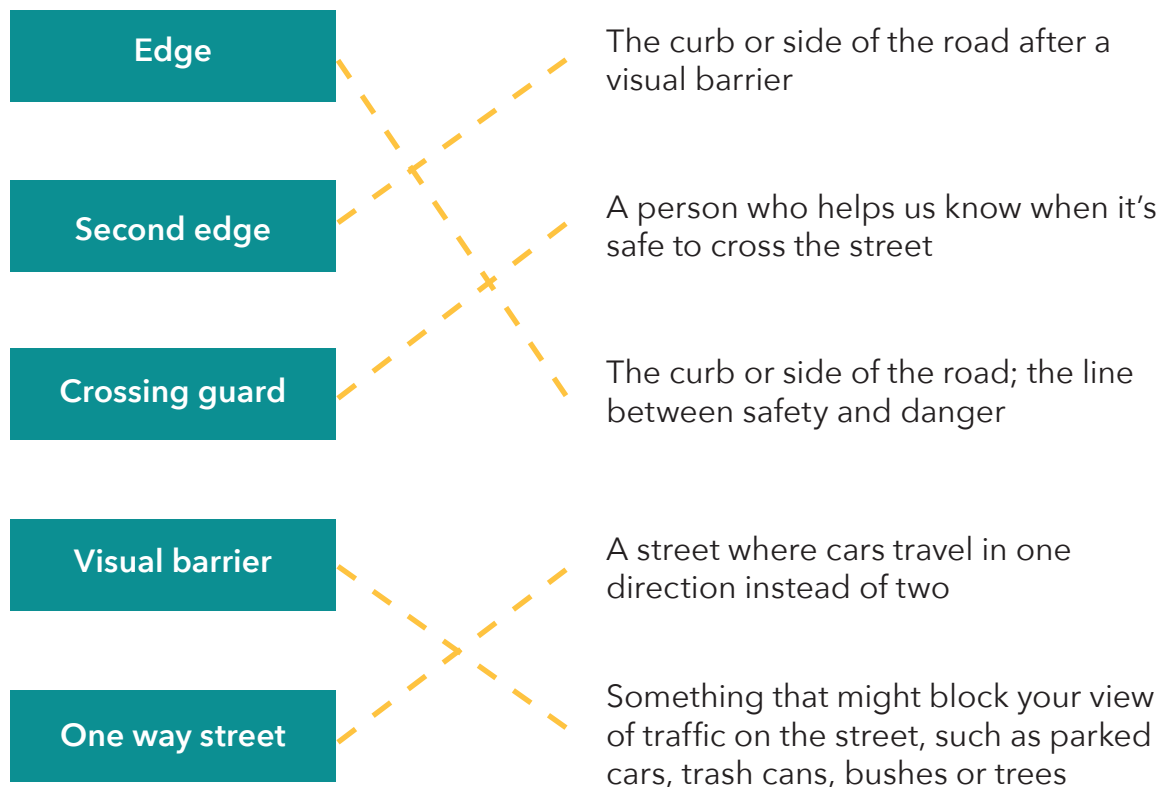
### SAFETY SCENARIOS & VOCABULARY ANSWERS

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#### VOCABULARY ANSWER KEY:

1. Look left, right, and left again to make sure it is clear to cross.
  2. Tell a trusted adult to help you retrieve the ball.
  3. All of the above.
  4. Find a safe place to cross to walk on the sidewalk where the sidewalk is open.
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#### SAFETY SCENARIOS ANSWER KEY:





# GRADES 2-3 PEDESTRIAN SAFETY LESSON 2B: CROSSING STREETS 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:

- **Practice the steps with instructor guidance (inside the classroom):** In a classroom or virtual setting
- **Practice the steps with instructor guidance (outside of the classroom):** 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 2 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](https://phila.gov/safe-routes-philly).



## SKILL BUILDING INSIDE OR OUTSIDE

ACTIVITY DESCRIPTION	DETAILS
<p><b>Practice the steps with instructor guidance in the classroom or on school grounds</b></p> <p><b>(10-15 minutes)</b></p>	<p><b>LOCATION:</b> Large classroom, gymnasium or on School Grounds</p> <p><b>MATERIALS:</b> Masking tape, rope, or other material to create a model street like the one below.</p> <p>You will need four long strips of material to make the street and two associated sidewalks, as well as several shorter strips to create a centerline for the street.</p> <div data-bbox="688 894 1224 1197"> </div> <p><b>STAFF SUPPORT:</b> No support needed.</p> <ul style="list-style-type: none"> <li>If time, partner students with older students (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.</li> </ul> <p><b>INSTRUCTIONS:</b></p> <ul style="list-style-type: none"> <li>Set up model street as shown above.</li> <li>Have student(s) practice the steps to cross the street: <ul style="list-style-type: none"> <li>Stop at the edge</li> <li>Look and listen for traffic (look left-right-left)</li> <li>Cross quickly and safely, continuing to look for traffic <i>[Note: If done in classroom or with multiple students, have students take turns crossing.]</i></li> </ul> </li> <li>Use trash cans or large boxes to create visual barriers and help students practice moving to the second edge to cross.</li> <li>Instructors should provide positive feedback and gently correct mistakes.</li> </ul> <p><b>VARIATIONS:</b> Have students take turn acting as pedestrians and traffic. <i>[Note: Have students acting as traffic carry images of cars, buses, and bicyclists.]</i> Student pedestrians must wait for the traffic to pass and the street to be clear before proceeding.</p>





## SKILL BUILDING NEAR TRAFFIC

ACTIVITY DESCRIPTION	DETAILS
<p>Take a walk in a nearby neighborhood with adult volunteers to practice and reinforce proper behaviors when crossing the street</p> <p>(20-30 minutes)</p>	<p><b>LOCATION:</b> Outside</p> <p><b>MATERIALS:</b> Walking field trip permission slips, signed by all students' guardians</p> <p><b>STAFF SUPPORT:</b> Adult volunteers (1 adult for every 6-8 students).</p> <p><b>INSTRUCTIONS:</b></p> <ul style="list-style-type: none"><li>• Designate a route that is accessible for students that may have mobility impairments. <b>Note: Consider assigning staff or older student helpers.</b></li><li>• Student(s) should have the opportunity to practice the steps to crossing the street:<ul style="list-style-type: none"><li>○ Cross with an adult</li><li>○ Stop at the edge, stop at the second edge</li><li>○ Look and listen for traffic (look left-right-left)</li><li>○ Cross quickly and safely</li></ul></li><li>• Remind students why they must perform safe behaviors when crossing the street.</li></ul> <p><b>Note: Given the time and staffing commitment, this activity may be most beneficial at the end of all 3 knowledge lessons.</b></p>