



## Crossing Streets Safely



Time: 25 - 50 minutes

*Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. This curriculum does not cover every possible scenario that a child may encounter as a pedestrian but instead addresses the basic skills needed to be a safe pedestrian. Instructors should use their discretion to break up material to accommodate their daily schedules.*

### Lesson Objectives

The objective of this introductory lesson is to teach children the basic concept of sharing spaces with cars and other motorized traffic. At this age, it is important to emphasize that children should never walk near traffic without an adult or responsible, older sibling.

The children will be able to:

- Use care and caution when crossing streets.
- Recognize that they should only cross the street with an adult.
- Recognize why they should not step from between parked cars.
- Identify and demonstrate the five steps to crossing a street.

### Why This Lesson is Important

Teaching children how to cross streets safely gives them a piece of the foundation for being able to maintain a healthy lifestyle into adulthood as a pedestrian. We have to teach children crucial skills before we can let them master walking without an adult in the real world. It's important to ensure that children have a good understanding of basic street safety when they start walking on town and city streets to visit friends or reach the school bus stop. As they practice with an adult, the concepts will become second nature.

## Essential Standards

<p>PE.K.MS.1.1: Execute recognizable forms of the basic locomotor skills (walking).</p> <p>PE.K.MC.2.1: Understand the meaning of words and terms associated with movement.</p> <p>PE.K.MC.2.4: Illustrate activities that increase heart rate.</p> <p>PE.K.HF.3.2: Identify opportunities for increased physical activity.</p> <p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p> <p>K.P.1.2 : Give examples of different ways objects and organisms move (i.e. straight, fast, slow).</p>	<p>PE.1.MS.1.1: Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.</p> <p>PE.1.HF.3.2: Select physical activities based on ones interests and physical development.</p> <p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>1.NPA.3.1: Recognize the benefits of physical activity.</p> <p>1.NPA.3.2: Recall fitness and recreation activities that can be used during out-of-school hours.</p> <p>1.C&amp;G.1.1: Explain why rules are needed in the home, school and community.</p> <p>1.G.1.2: Give examples showing location of places (home, classroom, school and community).</p>
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## Common Core

<p>CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) , and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>CCSS.Math.Content.K.G.A.2: Correctly name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.</p> <p>CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CCSS.ELA-Literacy.RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p>CCSS.ELA-Literacy.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.RI.1.7 : Use the illustrations and details in a text to describe its key ideas.</p>
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## Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2: Use self determination to build independence.</p>
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# Crossing Streets Safely

Grades

**K-1**

Lesson 2

Crossing  
Streets Safely

## Materials

- Vocabulary Cards
- Masking tape, rope, or other material to create street lines
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

## Vocabulary

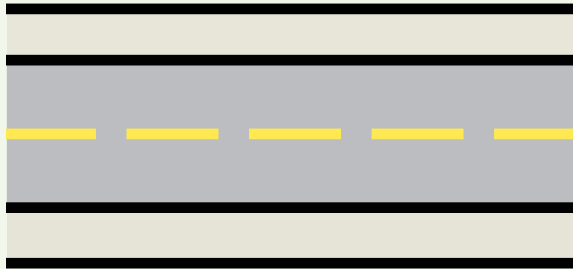
(Cards with picture and definition located at the end of this lesson)

- Edge
- Vehicles

## Preparation

Using the materials listed above, create a model street. 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 center line for the street.

**Example:**



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best street crossing location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. Coordinate with assistants in advance. Review the **Crossing Streets Safely** Video.

## Part 1 – Discussion and Demonstration

► Time: 15-20 minutes

1. Adult Supervision
2. Identify a Safe Place to Cross the Street
3. Stop at the Edge
4. Look and Listen for Traffic
5. Cross Quickly and Safely



## Introduction

The instructor will...

- Identify reasons for crossing the street.
- Explain the importance of children crossing the street with an adult or with a responsible, older sibling who has permission from a parent.

*Streets come in many different sizes. There are big, wide ones and small, narrow ones. Today we're going to learn how to cross all kinds of streets.*

*Raise your hand if you have ever crossed the street.*

*Why did you cross the street?*

- *To get to school, a friend's house, a park,*
- *To get on a bus, to go to a parked car, or*
- *To find a lost ball, etc.*

*How big was the street you crossed?*

- *Big, small, etc.*

*What are some other reasons that people cross the street?*

- *To get to the store, work, etc.*

*Do you think you should cross the street alone or with an adult?*

- *With an adult.*

*What are some examples of adults you can cross with?*

- *Mother, father, grandparent, guardian, instructor, crossing guard.*

*Is it okay to cross with an older brother or sister?*

- *It depends. If your older brother or sister is very responsible and has permission from your parents, it is okay.*

*Why is it important to always cross the street with an adult or older brother or sister who is responsible and has permission from your parents?*

- *Someone may get hurt or injured if he or she does not cross safely.*

Following the introduction the instructor will discuss and simultaneously demonstrate the following steps to crossing the street safely:

### 1. Adult Supervision

The instructor will...

- Explain why adult assistance is necessary.
- Explain the circumstances under which an older sibling might assist with crossing the street.
- Reiterate the importance of having adult supervision when crossing the street.

*Let's think about the things I should do before I begin to cross the road.*

- *First, I will want to hold on to an adult's hand.*

*Who are some adults that can help me cross?*

- *Mother, father, grandparent, guardian, instructor, crossing guard.*



*What about an older brother or sister? Is it okay for an older brother or sister to help me 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.*

*What if you are outside with your friends and your ball rolls into the street? What should you do then?*

- *You should ask an adult to get the ball for you.*

## 2. Identify a Safe Place to Cross the Street

**The instructor will...**

- **Discuss that it is dangerous to cross the street between cars or parked vehicles.**
- **Discuss places where it is safe to cross the street.**

*Before you can cross the street, you need to find a safe place to cross. A safe place is where it is easy for you to see vehicles traveling in the road as you cross the street, and it is easy for drivers to see you.*

***[Display Vocabulary Card – Vehicles]***

## 3. Stop at the Edge

**The instructor will...**

- **Define the “edge” and discuss examples of “edges.”**

*Next, I am going to walk to the edge of the street and stop. What is the “edge” of a street?*

- *The curb or side of the road; 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 enough away. Sometimes there are cars parked along the street. In this case, I would want to move out a little further from the edge to the end of the parked car. This is called the second edge.*

***[Display “Edge” Vocabulary Card.]***

*Stepping from behind parked cars is a big cause of crashes. A car cannot stop quickly and the driver may not see you until it is too late.*

*Since there are no cars on this street, watch as I stop at the first edge.*

*Am I standing at the edge of the street?*

***[Instructor demonstrates several unsafe places to be standing.]***

## 4. Look and Listen for Traffic

**The instructor will...**

- **Review positional terms of “left” and “right.”**
- **Practice the Left-Right-Left Procedure for looking and the “shoulder check” (touch your chin to your shoulder).**
- **Discuss sounds a child might hear and be cautious of when crossing the street.**

*Great! Now that I have stopped at the edge of the street, the next step is to look and listen for traffic.*

*First, I will look left (hold up your left hand), look right (hold up your right hand), and look left again (hold up your left hand).*

***[Instructor demonstrates and guides as children emulate.]***



What are we looking for when we look Left-Right-Left?

- For cars, motorcycles, bicycles, buses or trucks coming down the street.

We look left first because that 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 where cars are moving closest to us. Make sure that when you look left and right you touch your chin to your shoulder. This is called the “shoulder check” to make sure you look as far as you can to see if any traffic is coming.

**[Instructor demonstrates and guides as children emulate. Instructor monitors children closely to ensure the children’s eyes are looking in the direction of simulated traffic and that their eyes are not looking downward.]**

While we are looking for traffic, we should also be listening for traffic. What are some of the sounds we should be listening for?

- Car engines, horns, sirens, etc.

What happens if we look and listen, and we hear something coming?

- We wait, and then start over looking left-right-left and listening until all directions are clear. I don’t see or hear any cars coming. The street is clear of traffic, so I am going to start to cross the street.

## 5. Cross Quickly and Safely

The instructor will...

- Demonstrate how children should cross the street, continuing to look for traffic while crossing.

Notice that as I cross the street, I am remembering some important rules.

- First, I am walking, not running. If I run, I might trip and fall.
- Also, I am keeping my head up and looking and listening for traffic. I am doing shoulder checks as I look left and right.
- Finally, I am walking straight across the street.

Did I make it safely across the street? YES!!!

What would happen if I walked at a diagonal across the street like this?

**[Instructor demonstrates crossing the street diagonally.]**

- I will spend more time in the street, and I am in danger of being hit by a car.

## Part 2 – Activities

► Time: 10-30 minutes

### Skill-Building Activity Options

It is highly recommended that Instructors take children to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.

- Practice crossing the street on school grounds or on a neighborhood/residential street to reinforce appropriate behavior (10-20 minutes).
- Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce proper behavior when crossing the street (20-30 minutes).



## Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- c. Have children practice using skills from this lesson on the model street (10 minutes) using noises and role play to simulate conflicts and vehicles.

The following questions can be used to reinforce the activity:

- What do you do when coming to a curb or edge of the street?
- Should we stop sometimes or always?
- Which way do we look while we are crossing the street?
- Do we run out between parked cars?
- If we see a car coming, what do we do?
- Should we wait on the edge of the curb or in the street?
- What do we do if there are cars parked on the street?

## Review (optional):

► Time: 5 minutes

The instructor will...

- Review the safety rules for crossing the street by showing the *Let's Go Walking!* video *Crossing Streets Safely* (approx. 4 minutes) and repeating the key concepts from the lesson.
- Reiterate the importance of crossing with an adult.

*Let's review all that we have learned today.*

- *You should only cross the street with an adult or, if your parents say it is OK, with a brother or sister who is very responsible.*
- *Find a safe place to cross where it is easy for you to see traffic traveling in the road as you cross the street, and it is easy for drivers to see you.*
- *Then, you should stop at the edge of the street.*
- *After that, look left, right, left and listen for traffic that may be coming.*
- *Finally, cross the street by walking in a straight line, looking and listening for traffic, and continuing to check for other vehicles.*





## Suggestions for a Balanced Curriculum

Grades  
**K-1**  
Lesson 2

Crossing  
Streets Safely

*These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or may be assigned as homework opportunities.*

### Social Studies

**Identify Safe Routes** — Display child-appropriate community maps that have destinations of interest or orientation (libraries, school, downtown, lakes, rivers, train tracks, etc.) Allow children to identify safe places to cross street. This activity can be completed as a whole group or in small groups.

Have the children consider the following during this activity:

- Visual barriers that may be evident on the map,
- First and second edges, and
- Roads that may be too busy and/or too long to cross.

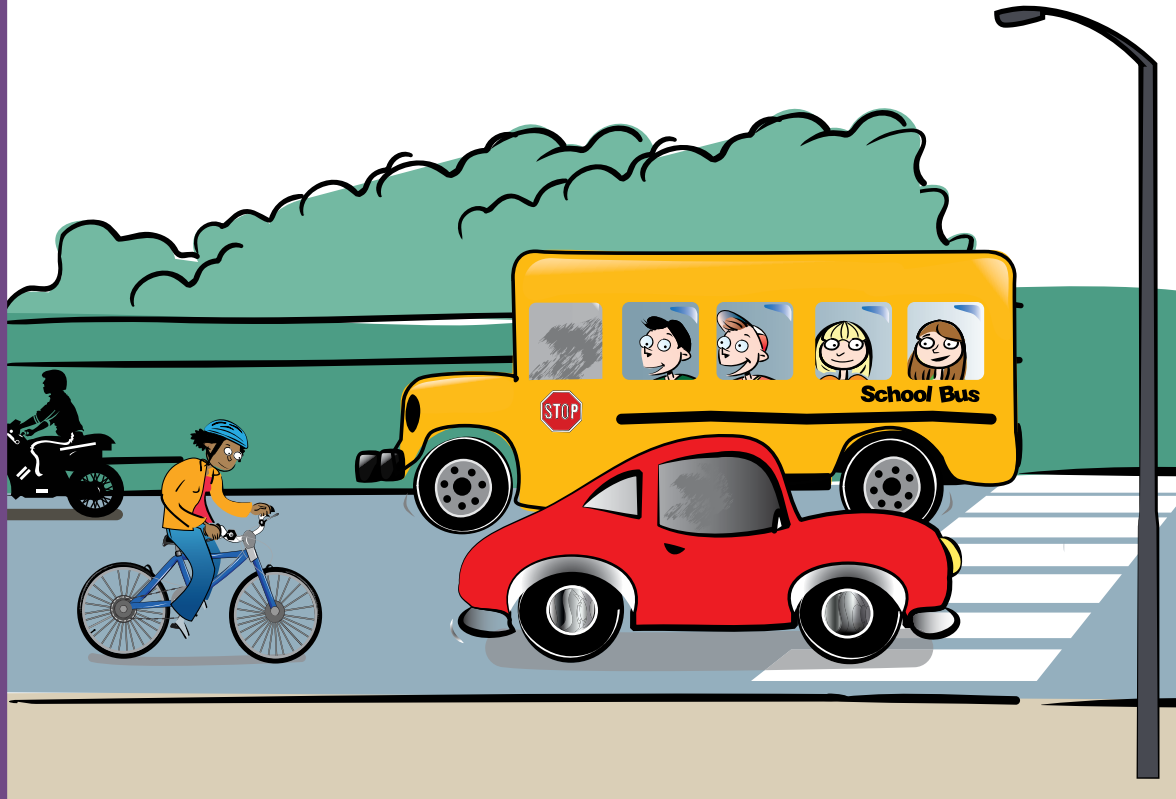
### English Language Arts / Mathematics

Share Tana Hoban's *I Read Signs* (1987) with the children. While reviewing what each signal means, talk about what geometric shape they represent (rectangle, square, triangle, hexagon, or diamond). For each page, ask the children what polygon the traffic sign or signal represents. Possible questions include:

- Have you seen this sign? Where?
- What does it mean?
- Why are the colors important?



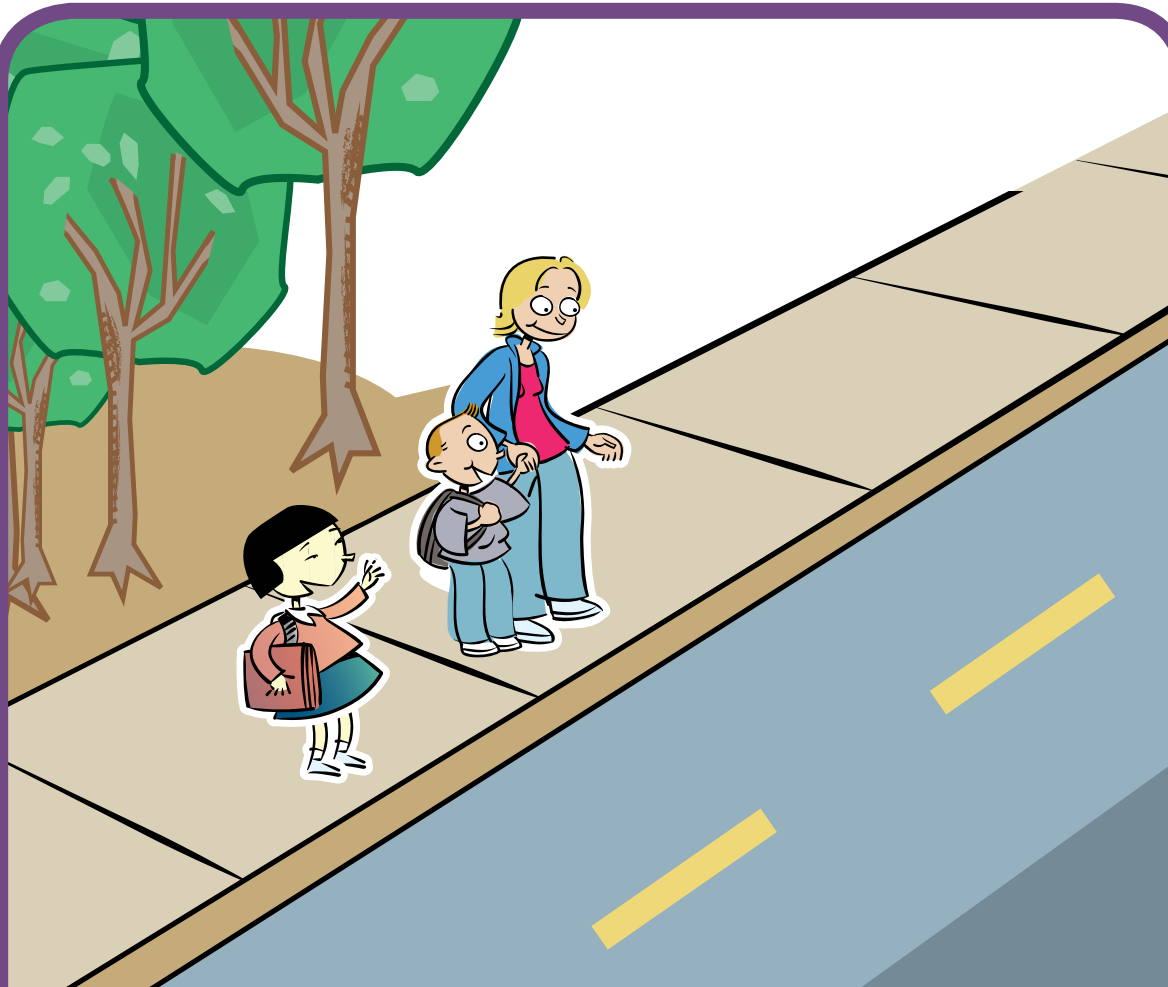
## Vocabulary Card



### Vehicles

Cars, trucks, buses, bicycles and motorcycles are vehicles.  
They are used to move people and things from one place to another.

## Vocabulary Card



### Edge

Where the road or street begins is the edge. The edge may be a curb or on the other side of a parked car, a bush or other things that you have to look around to see vehicles coming.

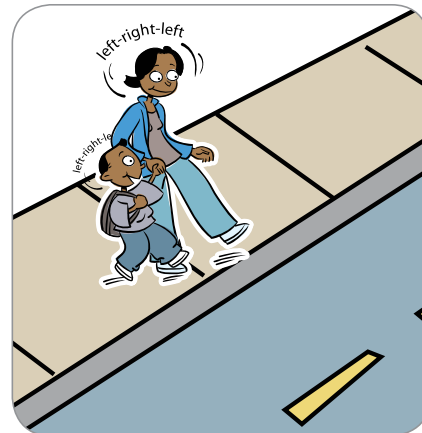


### Crossing Streets Safely

This week in school your child learned ...

How to cross the street safely:

1. CROSS WITH AN ADULT.
2. IDENTIFY safe places to cross. Cross where it is easy for you to see vehicles traveling in the road.
3. STOP at the edge or curb of the street. Never step from behind a parked car.
4. LOOK AND LISTEN for traffic in all directions. When looking left-right-left for traffic, try to touch your chin to your shoulder to make sure you get a good view. This is called a “shoulder check.” Wait until there is no traffic coming; then begin crossing the street.
5. CROSS IN A STRAIGHT LINE and keep looking for traffic. Walk quickly, but do not run.

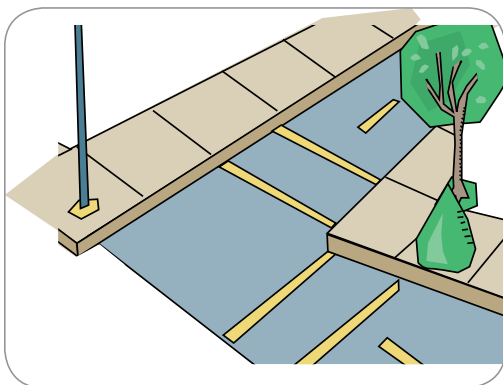


#### Remember:

Although you might be able to quickly determine whether it is safe to cross the street, your child may not know or understand why it is safe. Help children understand and learn safe behaviors by practicing them each time you cross the street.

Looking at the picture, ask your child to identify where a person should cross the street.

- Ask them to point to the “edge” of the street. What do you do at the edge of the street?
- Ask them to show you how they would cross in straight line to get to the other side of the street.



## Did you know?

**Children in kindergarten and first grade have difficulty:**

- Controlling impulses and concentrating,
- Judging when it is safe to cross the street,
- Staying focused on one task, such as safely crossing the road, and
- Understanding the differences between safe and unsafe crossings.

# PRACTICE AT HOME!

## Crossing Streets Safely

A challenge with providing safety education in the schools is that children, even in the same grade, vary in their readiness to handle traffic situations, such as choosing a safe time to cross a street. Parents are a central figure in a child's safety education because they have the best opportunities to effectively assess a child's skills and teach safe behavior in the course of daily life.

The best way for children to learn is by repeating safe crossing skills with an adult. Children ages 5-6 are still learning what it means to walk safely and should always be with an adult while walking. As your child grows, revisit these safety concepts often to make sure he or she is still practicing safe pedestrian behavior.

Walk along a route in your neighborhood that has sidewalks (preferably on both sides of the street) and a crosswalk. Children will learn specifically about crosswalks in the next lesson, but it is helpful to begin to demonstrate safe crossing with a crosswalk if one exists in your neighborhood.

Ask your child what they learned in school about crossing the street safely. Practice the 5 steps to safely crossing the street.

1. CROSS WITH AN ADULT
2. FIND A SAFE PLACE TO CROSS – one that is free of barriers like trees. Cross where it is easy for you to see vehicles traveling in the road.
3. STOP AT THE EDGE of the curb or street. (Ask your child to point to what a curb or edge is.)
4. LOOK AND LISTEN for traffic in all directions. (Look left, right, and left again). When looking for traffic try to touch your chin to your shoulder to make sure you get a good view. This is called a "shoulder check." Wait until no traffic is coming. Then begin crossing the street.
5. CROSS IN A STRAIGHT LINE, and keep your head up looking for traffic. Walk, don't run across the street.

Practice the 5 Safe Steps again. Find a place where it will be safe to cross the street. Try saying the steps aloud as you cross together.

Repeat the lesson every chance you get!





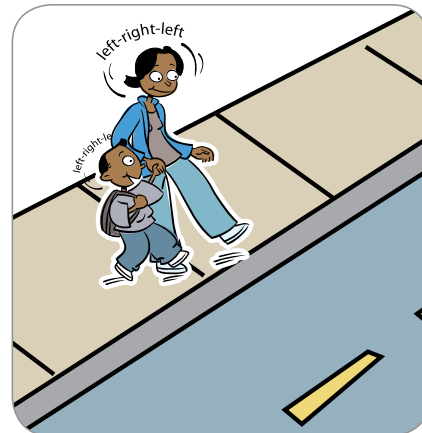
## Consejos para Padres/Cuidador Principal

### Cómo cruzar las calles de forma segura

Esta semana en la escuela su hija/hijo aprendió...

Cómo cruzar la calle de forma segura:

1. CRUZA CON UN ADULTO.
2. IDENTIFICA lugares seguros para cruzar. Cruza donde sea fácil ver los vehículos que van en la calle.
3. PARA en el borde de la calle. Nunca empieces a cruzar la calle si estás detrás de un coche estacionado.
4. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. Cuando mires a la izquierda, a la derecha y a la izquierda otra vez, intenta tocarte tu hombro con la barbilla para asegurarte que puedas ver todo bien. Esto se llama “una revisión de hombro.” Espera hasta que no venga ningún coche, luego empieza a cruzar la calle.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico. Camina de prisa, pero no corras.



#### Recuerde:

Aunque es posible que usted se dé cuenta rápidamente cuando es seguro cruzar la calle, puede que su hija/hijo no entienda por qué es seguro. Ayude a los niños a entender comportamientos seguros, practicándolos cada vez que crucen la calle.

Mirando la imagen, pídale a su hija/hijo que le muestre dónde se debe cruzar la calle.

- Pídale que le muestre el borde de la calle.  
¿Qué debes hacer en el borde de la calle?
- Pídale que le muestre cómo debe cruzar la calle en línea recta.

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

#### A los niños en kindergarten y el primer grado se les dificulta:

- controlar sus impulsos y concentrarse,
- juzgar cuándo es seguro cruzar la calle,
- mantener su concentración en una sola cosa, como cruzar la calle sin peligro y
- entender las diferencias entre situaciones seguras e inseguras cuando cruzan las calles.

# ¡PRACTIQUE EN CASA!

## Cruzar las calles de forma segura

Es difícil enseñar seguridad vial en las escuelas porque los niños, incluso los del mismo grado, varían en su disposición para manejar situaciones de tráfico, como eligiendo un momento seguro para cruzar la calle. Los padres son figuras centrales en la educación sobre la seguridad de un niño ya que tienen las mejores oportunidades para evaluar sus habilidades y enseñar comportamientos seguros en la vida diaria.

La mejor manera de que los niños aprendan a cruzar la calle de forma segura, es repitiendo la acción con un adulto. Los niños entre los 5 y 6 años de edad todavía están aprendiendo lo que significa caminar con precaución y siempre deben estar con un adulto mientras lo hacen. A medida que su hija/hijo crezca, repasen a menudo estos conceptos de seguridad para asegurarse que ella/él siga practicando un comportamiento peatonal seguro.

Camine por una ruta en su barrio que tenga aceras, preferiblemente en los dos lados de la calle, y un paso peatonal. Los niños van a aprender específicamente sobre los pasos peatonales en la próxima lección, pero es útil empezar a mostrarles cómo cruzar un paso peatonal de forma segura si hay uno en su barrio.

Pregúntele a su hija/hijo que aprendió en la escuela sobre cómo cruzar la calle de forma segura. Practiquen los 5 pasos para cruzar la calle de forma segura.

1. CRUZA CON UN ADULTO.
2. ENCUENTRA UN LUGAR SEGURO PARA CRUZAR – uno que no tenga obstrucciones como árboles. Cruza dónde puedas ver fácilmente los coches que van en la calle.
3. PARA EN LA BORDE de la calle. (Pídale a su hija/hijo que le muestre el bordillo o borde de la calle.)
4. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. (Mira a la izquierda, a la derecha y a la izquierda otra vez). Para asegurarte que puedas ver lo más lejos posible, intenta tocarte el hombro con la barbilla cuando estés mirando que no venga ningún coche. Esto se llama “una revisión de hombro”. Espera a que no venga ningún coche para empezar a cruzar la calle.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico. Camina, no corras al cruzar la calle.

Practique los 5 pasos seguros otra vez. Encuentre un lugar que sea seguro para cruzar la calle. Intente decir los pasos en voz alta al cruzar la calle juntos.

¡Repita la lección cada oportunidad que tenga!





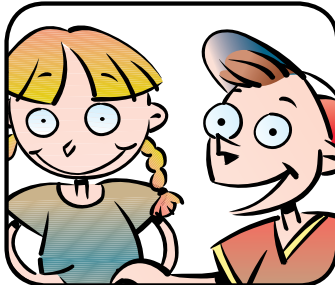
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## Child Assessment

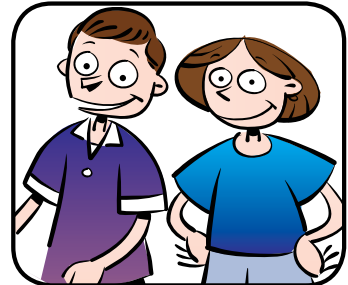
1. Mark the bubble under the picture that shows who should always be with you when you walk or cross the street.



**A** ☐

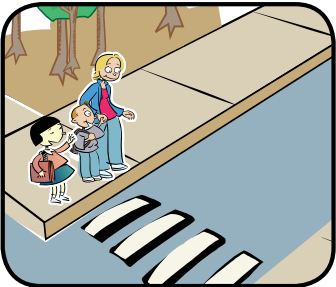


**B** ☐



**C** ☐

2. Mark the bubble under the picture that shows a safe place to cross the street.



**A** ☐



**B** ☐

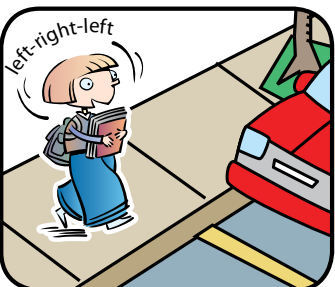


**C** ☐

3. Mark the bubble under the picture that shows where you should look before crossing the street.



**A** ☐



**B** ☐

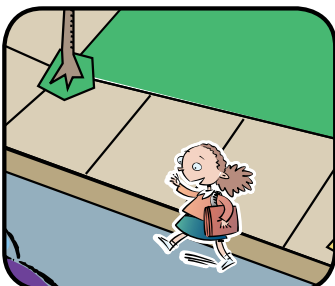


**C** ☐

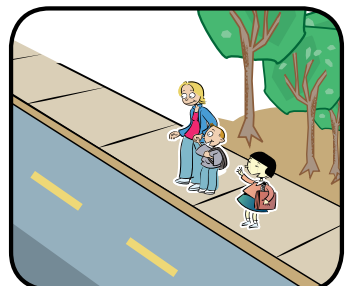
4. Mark the bubble under the picture that shows a child stopping at the edge of the street; the place you should stop before crossing the street.



**A** ☐



**B** ☐



**C** ☐

# Instructor's Question and Answer Key



Administer the child assessment worksheet.

## Questions:

1. Mark the bubble under the picture that shows who should always be with you when you walk or cross the street.
2. Mark the bubble under the picture that shows a safe place to cross the street.
3. Mark the bubble under the picture that shows where you should look before crossing the street.
4. Mark the bubble under the picture that shows a child stopping at the edge of the street; the place you should stop before crossing the street.

## Answers:

1. C
2. A
3. B
4. C