

Crossing the Intersection

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	25 minutes								
SETTING	auditorium		classroom		gymnasium		outside		
LEARNING STYLE ACCESS	auditory		kinesthetic				visual		

OVERVIEW

To understand the complexities and differences between crossing the street and crossing an intersection. To develop the skill of looking behind after looking to the left, to the right, and again to the left.

MATERIALS

Overhead/Handout K.3.1; Overhead/Handout K.3.2; "Walk/Don't Walk" Sign K.3.3; "Intersection Crossing Activity" Graphic K.3.4; "Safe Crossing Steps" Cut-Out Sheet K.3.5 (optional); Concentration Cards K.3.6 (optional); 3 Boxes; scissors (optional)

VOCABULARY

intersection, crosswalk, pedestrian signal, push-button

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Hyperactive students should be selected as helpers "flipping their boxes", for the "Checking for Understanding" activity, have some pieces already cut. Have a class-set of all pictures and give to students instead of using an overhead.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

Can be done just drawing letters, numbers, or shapes on white pieces of paper, doesn't require full-color printouts.

IMPRESSIONS

Great for a non-lecture lesson. Kids get involved helping and out of their chairs practicing. You could practice in a classroom by moving the furniture, or move to a hallway/gym. In an auditorium, you could just do a demonstration with a handful of students and focus on the visuals instead.

SOURCE

Maryland Pedestrian and Bicycle Safety Education Program



Pedestrian Lesson 3 – Kindergarten

Crossing the Intersection

Time: 25 Minutes

Objectives: To understand the complexities and differences between crossing the street and crossing an intersection. To develop the skill of looking behind after looking to the left, to the right, and again to the left.

Maryland Learner Outcomes:

- Health, Health Behaviors (K-3): There are people, places and situations that may be hazardous to one's health and safety.
- Health, Health Behaviors (K-3): Identify rules that promote health.

Materials: Overhead/Handout K.3.1; Overhead/Handout K.3.2; "Walk/Don't Walk" Sign K.3.3; "Intersection Crossing Activity" Graphic K.3.4; "Safe Crossing Steps" Cut-Out Sheet K.3.5 (optional); Concentration Cards K.3.6 (optional); 3 Boxes; scissors (optional)

Suggested Teaching Venue: There are several possibilities for implementation, including the home classroom during a health unit, physical education class, or any other indoor or outdoor classroom situation. The lesson is not limited to being taught in school—it may be offered through a club, community group, or other local organization.

Plan Ahead:

Create overheads or copies of Overhead/Handout K.3.1 and Overhead/Handout K.3.2. Create copies of "Safe Crossing Steps" Cut-Out Sheet K.3.5 (optional), Concentration Cards K.3.6 (optional); and for each member of the class. Create three symbol boxes for the activity. Use rope, tape, ribbon or bean bags to mark the crosswalk.

Vocabulary: Intersection, crosswalk, pedestrian signal, push-button

Lesson Progression:

Introduction
Instruction
Activity
Conclusion

Note to teacher: This lesson is geared towards teaching kindergarteners. It is important to note that children at this age are not ready to cross intersections on their own. They should be encouraged to cross an intersection only with the help of an adult. Statistics show that people are as likely to be injured crossing a marked crosswalk as crossing the street. It is important to note that just because pedestrians felt safer in crosswalks, they are not. A high level of caution should be used when crossing any street busy enough to have a crosswalk.

1. Almost two-thirds of all intersection dash crash types involve children under age 15. (*Federal Highway Administration, 1996*)

2. Children under age 10 are overrepresented in crashes where the pedestrian was struck while running through an intersection (children under 10 are involved in 19% of all pedestrian crashes and 41% of all "intersection dash" crashes). (*Federal Highway Administration, 1997*)

Pedestrian Lesson 3 – Kindergarten

Crossing the Intersection

Introduction (5 minutes)

Explain: Today we are going to learn how to safely cross an intersection.

Review the steps to crossing a street safely.

1. Stop at the edge.
2. Look to the left, to the right, and to the left again.
3. Walk straight across the street, not at a diagonal.
4. Scan to the left and to the right while crossing.

Discussion topics:

1. What is an **intersection**?
2. Have you ever crossed an intersection?
3. Do you know what a **crosswalk** is?

Instruction (5 minutes)

Show Overhead/Handout K.3.1

Show the pictures on the top half of the handout and explain: These pictures show crosswalks and pedestrian **push-buttons** and signals.

1. Have the students help point out the crosswalks.
2. Have the students help point out the signal buttons.
3. Have the students help point out the pedestrian signals.
4. Mention that there are intersections with all of these features, others with some of these features, and others with none at all.

Show the graphic on the bottom half of the handout and say: Look at the **pedestrian signal**.

1. What does this symbol mean? (It is safe to cross.)
2. What does this symbol mean? (It is not safe to cross.)
3. What does the flashing “Don’t Walk” sign mean? (Do not start crossing. If you are in the middle of the street, continue crossing.)
4. **Even if the light says “WALK”, you still need to look to the left, to the right, and to the left again.**

Show Handout/Overhead K.3.2.

1. You are standing at the X. You want to cross.
2. What is the button on the crossing box used for? (Pushing it makes the light change from “DON’T WALK” to “WALK”.)
3. What symbol will show when it is safe to cross? (The green/ white walking person.)
4. What way will traffic be moving as you cross? Along the solid line or the dotted line? (Along the dotted line; crossing with traffic.)
5. Which way should you look for cars before you cross?
 - (a) Look to the left, to the right, and again to the left.
 - (b) **Look behind you for cars that may be turning into your path.**
 - (c) Scan the intersection again before crossing. (Look for cars approaching from the left and the right; also for cars taking a left or right turn from in front of you.)
6. Why should you look behind you? (The driver behind you may be making a left- or right-hand turn.)

Activity (10 minutes)

For this activity you will need bean bags or cones and the “Walk/Don’t Walk” Sign K.3.3. Before the lesson, gather pictures of different colored cars and attach them to half of the sides of the three boxes. Or draw letters, numbers, or shapes on white pieces of paper (make them thick and visible) and attach them to the sides of the three boxes. If you don’t have boxes, you can use papers with the cars, letters, numbers, or shapes drawn on each side.

Intersection Crossing Activity

1. See “Intersection Crossing Activity” Graphic K.3.4 for possible layout.
2. The teacher holds the “WALK/DON’T WALK” sign at point T.
3. Three helpers hold the boxes, two on each side, one behind.
4. The students practice this step, one at a time.
5. The student who is crossing comes to the edge (the teacher).
6. They stop, then look out around the edge.
7. Then they look to the left, to the right, and again to the left.



8. Next they look over their left shoulder, putting their chin on their shoulder.
9. At this time, the student who is crossing tells the teacher what the symbols were on all three boxes (the helpers should hide the boxes behind their backs when teacher tells them to).
10. The student now tells them what they saw. If there was a picture of a car on any of the boxes (or a symbol that is designated as unsafe), the student should not cross. The student should repeat looking left, right, left, and behind until it is safe to cross.
11. Then the student scans the entire intersection again before crossing.
12. When it is safe, the student crosses, and the two helpers on the sides flip their boxes. When the crosser reaches the teacher, the helpers hide them.
13. The crosser then tells the teacher what the symbols were.
14. Demonstrate the entire activity, and then have each student take a turn.



Toole Design Group

Optional Activity (10 to 15 minutes)

1. Handout K.3.5 (*optional*). Have students cut and paste the steps to crossing the intersection in order.
2. Give the kids the Concentration Cards K.3.6 (to cut out and to play concentration with). They should name the symbols when they turn them over (this is a good indoor recess activity).

Conclusion (2 minutes)

1. What are the steps to crossing an intersection?
2. Which way do you have to look in addition to left, right, and left? (Behind you to the left or right to check for turning cars.)
3. Remind the students that they should not cross the street on their own without the help of an adult.
4. Do not run across the intersection no matter what.



Overhead/Handout K.3.1



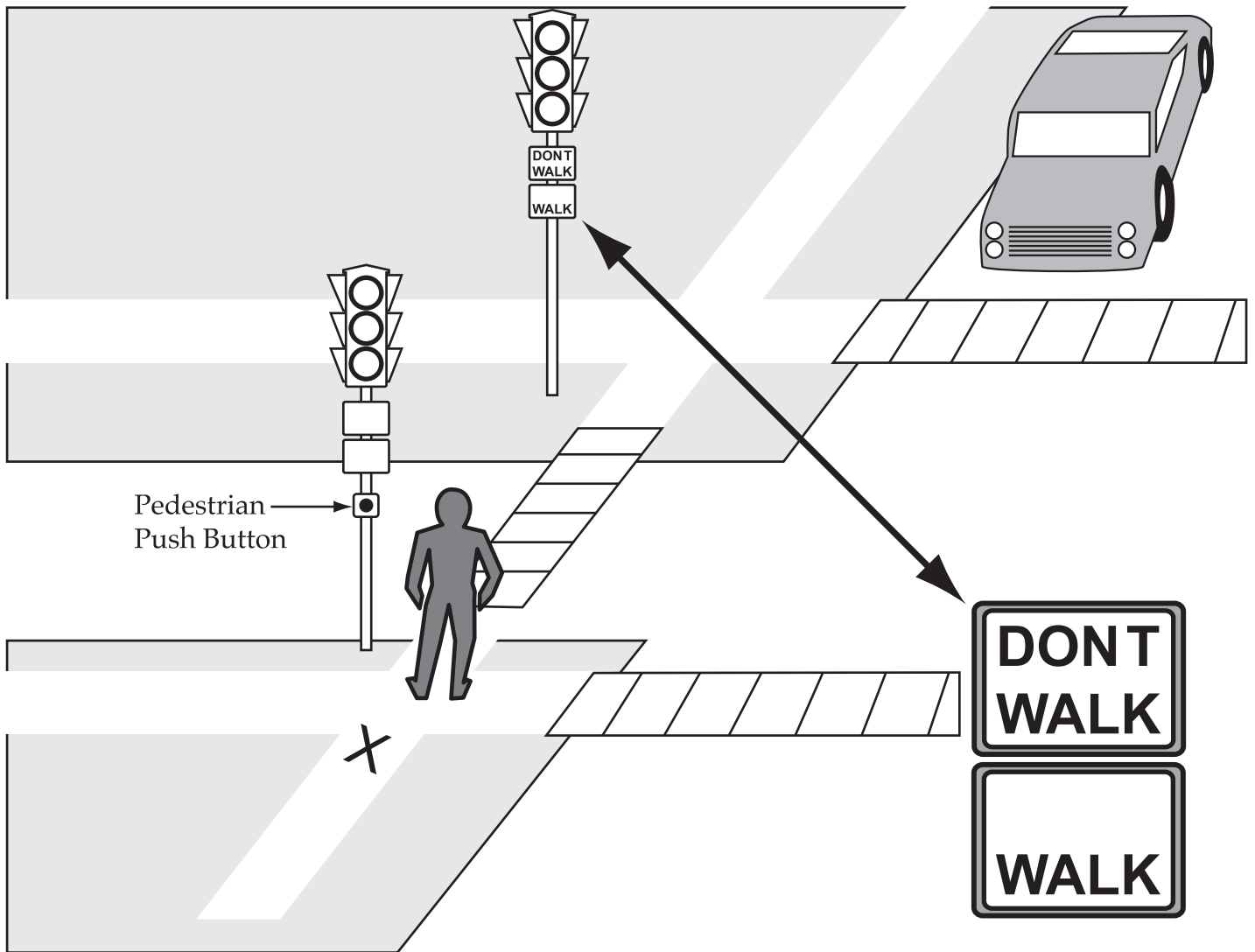
Dan Burden, www.walkinginfo.org



Manual on Uniform
Traffic Control Devices



Overhead/Handout K.3.2

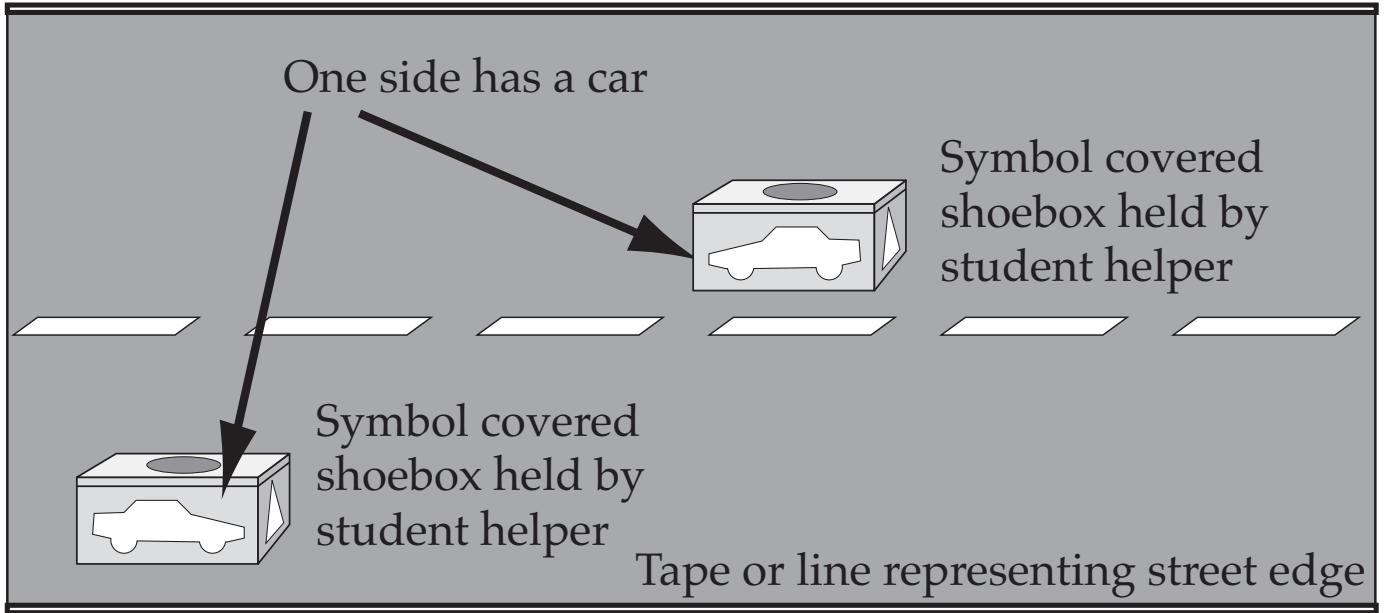


“Walk/Don’t Walk” Sign K.3.3.

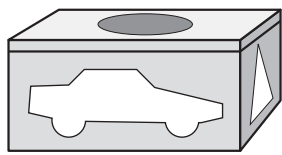


"Intersection Crossing Activity" Graphic K.3.4

(See revised version on hard copy)



Teacher stands here holding the Walk/Don't Walk Sign



Third Student stands here holding a box

- student
- student
- student
- student



“Safe Crossing Steps” Cut-Out Sheet K.3.5

Choose a safe location to cross

Stop at the edge

Look to the to the left and to the right for traffic

Look to the left again

Look behind for traffic if you are at an intersection

Stop at the second edge

Walk, don't run

Scan to the left and to the right for traffic

Repeat looking to the left and to the right until it is safe to cross

Go straight across



Concentration Cards K.3.6

(Optional—additional pictures can also be used as cards)

