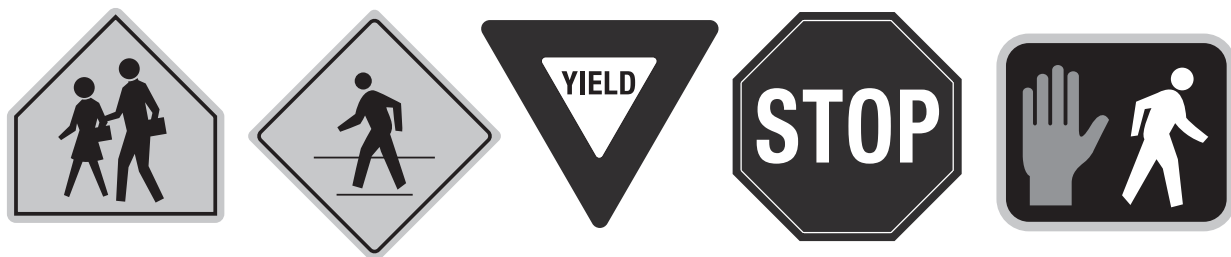


LESSON 3:

Crossing Intersections



OVERVIEW

Educational Goal: To develop an understanding of how to safely cross the street using traffic signals and signs at intersections.

Preparation

- It is recommended, at this point, to practice outside in a real street setting.
NOTE: If unable to go outside, set up a simulated intersection.
- Invite adult volunteers if taking a walk outside. Recommend one adult for every five to eight students.

Purpose

At this age, children should only be crossing with an adult. Still, children need to understand why it is important to recognize different street crossings and visual barriers, and determine whether a crossing is safe. Children are building their skills so that one day they can cross safely by themselves. It is important to emphasize that intersections are tricky places for children to cross because there is traffic approaching from several different directions and students cannot easily interpret driver behavior.

Topics Covered

- Traffic signs and intersections
- How to cross an intersection safely




Learning Objectives and Minnesota Physical Education Standards (SEE PAGE VI FOR "STANDARDS")

At the end of this lesson, students will be able to:

- 1 Describe what actions are taken at the following traffic signs: stop sign, yield sign, and traffic lights. (Standard 2)
- 2 Demonstrate how to safely cross the street at a stop sign. (Standards 3 and 4)
- 3 Demonstrate how to safely cross the street at a yield sign. (Standards 3 and 4)
- 4 Demonstrate how to safely cross the street at a traffic light. (Standards 2, 3, 4, and 5)

LESSON 3

Timeline

	10 MINUTES Talking Traffic Signals	18
	15 MINUTES Inter – What?	19
	5 MINUTES Review	22

Materials and Equipment

- Open space (parking lot, field, playground)
- Twelve cones and rope
- Tape or sidewalk chalk
- CD player and "fun" music
- Examples of intersections
(RESOURCE GUIDE PAGES 148–50)
- Traffic signals/lights and signs
(RESOURCE GUIDE PAGES 151–58)
- "Start" cards
(RESOURCE GUIDE PAGE 159)
- Two stop signs
(RESOURCE GUIDE PAGE 153)
- Adult volunteers (if walking outside)
- Visual barriers
(RESOURCE GUIDE PAGES 140–47)



TALKING TRAFFIC SIGNALS

Focus Point: Traffic signs, signals, and rules are more easily understood by adults, but children often interpret these things differently. For children to learn how to cross an intersection safely, they must also understand the traffic sign, signals, and rules of the road that regulate intersections.

Materials and Equipment

- Examples of traffic signs and traffic signals/lights (RESOURCE GUIDE PAGES 151–58)

Tips to Differentiated Learning

- There are crossing signals and surfaces specially made for people with disabilities. Such as sounds coming from the signals that speak to pedestrians and bumps on the surface of the sidewalk to designate the edge. Stress this to students to provide inclusion.

Discussion

- 1 Ask the students:
 - *Do you know which traffic signs and signals can help you safely cross the street?*
 - > *Crossing signals and lights: walking person means “Walk,” and red hand means “Stop/Don’t Walk.”*
- 2 Ask the students:
 - *Do you know how to use the traffic signal to safely cross the street?*
 - > *Look for the pole on the sidewalk and push the button by the sign that has an arrow pointing in the direction you want to go. Stop and wait for the signal. If there is not a button, wait for the “Walk” signal.*
- 3 Show examples of traffic signals/lights from the Resource Guide.
- 4 Explain to the students:
 - *Sometimes there is a red hand on the signal. It means “Don’t Walk” and that it is not safe to cross. Stop at the edge of the sidewalk and wait until the “Walk” signal.*
 - *Sometimes you will see a signal that is white and looks like a person walking. This means “Walk” and it is time to cross the street. This does not always mean that traffic has stopped and that it is safe. Make sure to also continue by looking left-right-left and listening to traffic.*
 - *Start crossing while the “Walk” signal is showing. If it turns to the flashing red “Don’t Walk,” keep walking. Do not turn around and go back.*
 - *If the “Walk” signal has numbers, it is counting down the number of seconds to safely cross the street. Do not run across the intersection just to beat the clock.*
- 5 Exceptions:
 - *No pedestrian signal: wait for the traffic light to turn green.*
 - *No traffic lights or signals: use the stop and search method.*
- 6 Remind the students:
 - *Even if the traffic signals show it is time to cross, always look left-right-left and listen for traffic, and listen to the adult to say when it is safe to go.*



INTER — WHAT?

Focus Point: Children must be taught the rules of the road and the proper stop-and-search technique to be safe pedestrians. For this lesson, it is recommended to take the children outdoors to a real intersection with traffic signs and signals/lights. Using real and secure intersections or creating realistic intersection situations for children to practice will help them when they are faced with real traffic situations.

Materials and Equipment

- Open space (field, playground, or parking lot)
- Examples of intersections (RESOURCE GUIDE PAGES 148–50)
- Twelve cones
- Ropes, tape or chalk
- Measuring tape
- CD player and “fun” music
- “Start” cards (RESOURCE GUIDE PAGE 159)
- Two stop signs (RESOURCE GUIDE PAGE 153)
- Visual barriers, such as a car or bus, etc. (RESOURCE GUIDE PAGES 140–147)
- Examples of traffic signs and traffic signals (RESOURCE GUIDE PAGES 151–58)

Tips to Differentiated Learning

- Use extra time to review the “Five Steps of Crossing the Street” from page 16.
- Use peer coaching for youth with mobility impairment, if needed.

Discussion

- 1 Ask the students if they know what an intersection is. Show students examples of intersections. Explain to students that an intersection is where two or more roads either meet or cross. If possible, show several models of intersections, because children may live in the inner city, a suburb, or in a rural environment, making their pedestrian experiences unique.

- 2 Ask the students to show a “thumbs up” if they have an intersection in their neighborhood.

ACTIVITY MODIFICATION: *Students may need to use an alternative show of expression, such as clap or a nod.*

- 3 Ask the students to show a “thumbs up” if they agree or “thumbs down” if they disagree that an intersection is a dangerous or tricky place to cross the street. Explain to students:
 - *There are many cars coming together at one point and because they may need to travel in different directions, it is more dangerous. One car might be turning right and might need to stop for another car turning in the same direction. Another car may need to go straight.*

WALK FUN! LESSON 3: Crossing Intersections

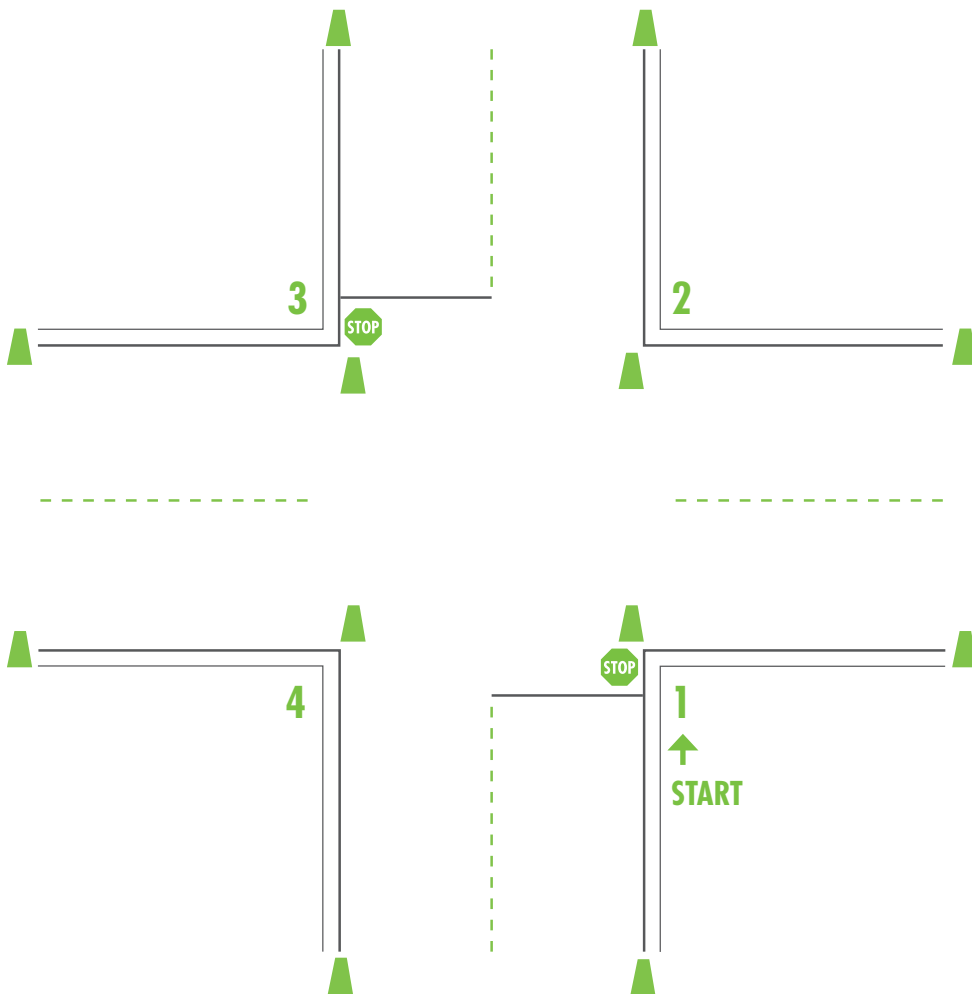


INTER — WHAT?

(CONT.)

Activity

- 1 If an intersection with a traffic signal is not available near the school, arrange cones, chalk lines, and/or tape to simulate street corners either indoors or preferably, outside on playground or parking lot. Follow the diagram below. Explain that the chalk lines or tape are edges (like curbs) that make up an intersection—it is also where they need to stop.



Use rope, masking tape, or chalk to create an intersection. Use eight twenty-foot-long lines for the streets and several short strips for the lane dividers in the middle of the streets. Create street signs and traffic signals using paper, yard sticks, and cones. It may also be helpful to create crosswalks to emphasize safe crossing areas, but they are not required and may be time consuming.

ACTIVITY MODIFICATION: *For students with a visual impairment, the texture of the rope would be preferred.*

- 2 Review and demonstrate the stop-and-search method for intersections with your back to the class:
 - *Stop at the edge.*
 - *Listen and look left-right-left and also search behind you and in front of you. (Explain that cars may drive up from behind you at an intersection so they need to search behind as well as left and right.) Look in front of you because cars may be turning into the street you are trying to cross.*
 - *Cross when clear.*
 - *Keep looking and listening for traffic while crossing.*
- 3 Choose a couple of volunteers (students or adults) to be the cars or trucks on the street. Give them a sign or “label” from the Resource Guide stating what they are: van, bus, tree, shrub. They must obey all traffic laws: stay on the right side of the road, stop at stop signs, allow pedestrians to cross the street.
- 4 Have the students choose a partner and line up behind “Start.” Ask the children to move to the first intersection and call out the proper procedure:
 - *Stop at the edge.*
 - *Listen and look left-right-left and search behind you and in front of you.*
 - *Cross when clear.*
 - *Keep looking and listening for traffic while crossing.*
- 5 Once the first pair has crossed the first intersection, have the next pair begin. Continue until everyone has crossed all four intersections. Instruct students to have a seat on the floor or ground when finished to wait for the rest of the class.

WALK FUN! LESSON 3: Crossing Intersections



REVIEW

Ask students the following questions to assess what they have learned from today's lesson:

- *Where do you stand before crossing at an intersection?*
 - > *At the edge.*
- *What should you be looking for?*
 - > *Traffic from both directions.*
- *What do you do if there is a visual barrier?*
 - > *Walk to the edge of the barrier and stop a second time. Then look left-right-left and listen for traffic.*
- *What do you do before you cross an intersection?*
 - > *Listen and look left-right-left, behind and in front of you if at an intersection.*
- *What do you do when you see a red hand on a traffic signal?*
 - > *Stop. Do not cross the street.*
- *What do you do when you see a signal that is white and looks like a person walking?*
 - > *You may cross the street, but continue to look left-right-left and listen for traffic.*