

LESSON 2:

Visual Barriers and Model Street Crossing



OVERVIEW

Educational Goal: To develop an understanding of how to safely cross the street around barriers.

Preparation

- Collect large items to use as visual barriers or draw on poster board or large cardboard boxes: cars, buses, trucks, bushes, snowbank, or fence.
- Create a model street indoors or outdoors.
- Invite volunteers if using a “real” street. (Recommend one adult for every five to eight students)

Purpose

Children will recognize visual barriers and learn how these barriers can be dangerous to pedestrians, cyclists, and automobiles. Children will identify different street crossing visual barriers, and determine whether a crossing is safe.

Topics Covered

- Visual barriers
- Safe street crossing

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

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

- 1 Identify examples of visual barriers when crossing the street. (Standard 2)
- 2 Describe how visual barriers can block a driver’s view of pedestrians. (Standard 2)
- 3 Describe ways to increase walker visibility around barriers. (Standard 2)
- 4 Demonstrate safely crossing the street around a barrier. (Standards 3 and 4)

LESSON 2

Timeline



12 MINUTES
Visual Barriers

12



15 MINUTES
Model Street Crossing

14



3 MINUTES
Review

16

Materials and Equipment

- Visual barriers, real or cardboard (boxes, large garbage cans, large bags filled with leaves, fence)
- Illustrated examples of visual barriers (RESOURCE GUIDE PAGES 140–47)
- Chalk, fifty-foot rope or field markers or space outdoors
- Adult volunteers (one adult leader for every five to eight students)
- Fifty-foot measuring tape



VISUAL BARRIERS

Focus Point: Drivers of vehicles need to see pedestrians trying to cross the street. The pedestrian cannot assume that just because they see a vehicle coming that the driver can see them. Visual barriers such as trees, shrubs, snowbanks, and parked cars are obstructions preventing drivers from seeing pedestrians, bicyclists, and other road users.

Materials and Equipment

- Masking tape, rope, or other material to create street lines, and tall trash cans or boxes
- Examples of visual barriers: trees, parked cars, shrubs, fences (RESOURCE GUIDE PAGES 140–47)

Tips to Differentiated Learning

- Students should understand that hearing is a way of “seeing” traffic for students who may have visual impairments.

Discussion

REVIEW PEDESTRIAN SAFETY FROM LESSON 1

- 1 Ask students to explain the new terms they learned in Lesson 1.
 - *What do you call people who are walking?*
> *Pedestrians.*
 - *What are vehicles?*
> *Cars, trucks, motorcycles, bicycles, and buses that take us from one place to another.*
 - *What is traffic?*
> *Vehicles on the road.*
 - *What does “edge” mean to a pedestrian?*
> *Curb, roadside, sidewalk.*
- 2 Ask students to explain where to walk safely.
 - *Where should you walk in relation to the traffic?*
> *Find a sidewalk and walk there.*
 - *What should you do if there isn’t a sidewalk?*
> *Walk on the left side of the street facing traffic so that you can see vehicles coming toward you.*
- 3 Ask students about walking with an adult.
 - *Do you think you should cross the street alone or with an adult?*
> *With an adult.*
 - *Who are some examples of adults you can cross with?*
> *Mother, father, teacher, crossing guard.*

VOCABULARY

Visual barriers: something considered to be a limit, standard, or boundary relating to vision or sight

NOTE: Visual barriers such as trees, shrubs, snowbanks, and parked cars are not the only obstructions preventing drivers from seeing pedestrians, bicyclists, and other road users. Sun glare, caused by the sun being low on the horizon in the direction of vehicle travel, is responsible for many crashes. Many sun glare accidents happen early in the morning or late afternoon when the sun is low on the horizon. Additionally, the switch from daylight saving time to standard time puts drivers on the road when the sun is low on the horizon. Unfortunately, these times coincide with the morning commute and school travel, which puts pedestrians and bicyclists at higher risk. Pedestrians should always check traffic prior to entering the roadway, and never assume a driver sees them.

WALK FUN! LESSON 2: Visual Barriers and Model Street Crossing

- *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.*
 - *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?*
 - > *You may get hurt or injured if you do not cross safely.*
- 4 Define and explain types of visual barriers. Explain to students before crossing the street that they need to find a safe place to cross.
- *How do you know where there is a safe place to cross?*
 - > *A safe place to cross the street should be where you can see the traffic clearly on both sides, preferably from a sidewalk and in a crosswalk.*
 - > *Another safe place to cross is designated by a crosswalk where you can notice traffic on both sides of the street. A safe crosswalk could be near a stoplight and it might include various visual/audio devices to guide you when crossing.*
- 5 Explain to students that anything that makes it hard for them to see traffic or that makes it hard for vehicles to see them is called a visual barrier. Have pictures of visual barriers ready to display as students answer the following question:
- *What are some examples of visual barriers?*
 - > *Parked cars, trucks, buses, tall bushes, tall trash cans, trees, a fence, a curve in the road, snowbank, or a hill.*
- 6 Explain to students that if they want to cross the street but encounter a visual barrier, they should find another place to cross the street that is free of barriers and safe to cross, preferably in a crosswalk. If there is not an obvious safe place to cross without visual barriers, approach the edge of the barrier for a “second edge” and complete the stop-and-search method

BACKGROUND

Children seldom realize that just because they can see a car coming toward them, the driver doesn't always see them. A driver can't avoid you if they can't see you! Visual barriers can be serious threats to a pedestrian, bicyclist, or motorist because barriers obstruct the view. Identifying visual barriers in their own neighborhoods will help students remember to stay clear of them or be especially careful to make themselves visible to a driver.

WALK FUN! LESSON 2: Visual Barriers and Model Street Crossing



MODEL STREET CROSSING

OUTDOORS IN A REAL SETTING (STREET SIDEWALK AND CROSSING).
LOW-TRAFFIC INTERSECTION RECOMMENDED.

Focus Point: Practicing the stop-and-search method at model intersections or on barricaded streets teaches children how to make safe decisions when they come to a street crossing. Children sometimes consider it a race to cross the street, but they should not run across the street.

Materials and Equipment

- Examples of visual barriers (RESOURCE GUIDE PAGES 140–47)
- Adult volunteers: one leader for every five to eight students
- Sidewalk chalk, spray chalk
- Barricades
- Six fifty-foot-long pieces of rope
- Measuring tape

Activity

NOTE: If this lesson is taught outside at a real intersection, one adult to five to eight students will be needed. Find intersections preferably in a low-traffic area that are either signalized or not, have painted crosswalks, four-way stop signs, or no sidewalks. This offers the students an opportunity to practice in various environments with supervision.

If there are students in the class that have special needs and a paraprofessional/assistant is present – this adult is not included as the adult volunteers needed for every 5-8 students.

If using a model street, you will need sidewalk chalk (or spray chalk if outside), six fifty-foot-long strips of material to make the sidewalk, boulevard, and street, as well as several shorter strips to create a center line for the street. Use models of visual barriers from the Resource Guide or place tall trash cans or boxes in the street to simulate parked vehicles. Also place a box or another large object to represent a shrub or tree on the boulevard. This will act as a visual barrier.

VOCABULARY

Intersection: a place where two roads or paths cross each other.

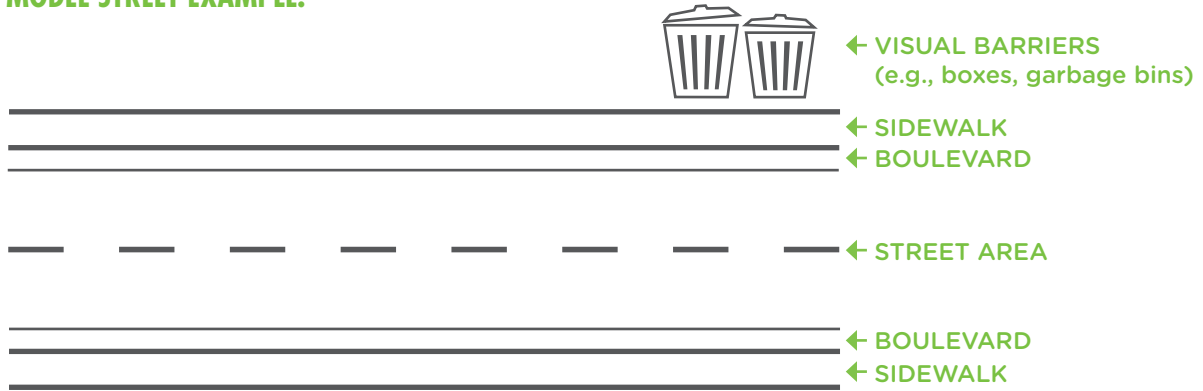
Sidewalk: pavement, path, and sometimes platform along the side of a road normally separated from traffic by a curb.

Boulevard: a wide and usually important street that often has trees, grass, or flowers planted down its center or along its sides.

Barricaded street: a barrier that protects or blocks a route.

WALK FUN! LESSON 2: Visual Barriers and Model Street Crossing

MODEL STREET EXAMPLE:



- 1 Explain to the students the street model: street area, boulevard space, visual barriers, and sidewalk.

Demonstrate to the students how to cross safely using the stop-and-search method. Remind students that it is best to always cross with an adult.

- 2 If conducting this activity outside at a real street, divide the class into several small groups with one adult for every five to eight students. Have them practice crossing the street, looking left-right-left, identifying any visual barriers, and determining when it's safe to cross. Volunteers should support the students in making safe decisions on crossing the street. Emphasize that each child should ***always*** make their own decision, not cross a street simply because another child is. Each group should practice crossing two times.
- 3 If using a model street, practice two crossings.
- 4 Discuss the visual barriers and what made it safe or unsafe to cross.

NOTE: Stress to students: *Whenever possible, use a crosswalk!*

WALK FUN! LESSON 2: Visual Barriers and Model Street Crossing



REVIEW

- 1 Ask the students to review with you what they have learned in this lesson.
 - *Cross with an adult or older brother or sister.*
 - *Find a safe place, hopefully without visual barriers and with a crosswalk.*
 - *Stop at the edge; find a second edge if visual barriers are present.*
 - *Look left-right-left for traffic and also listen for traffic.*
 - *Cross the street by walking, looking both directions, listening and moving in a straight line. Do not run.*
- 2 Hold up your hand and starting with the thumb, count out the five things to remember when crossing the street. Instruct students to do the same. Use the diagram below to guide them.

ACTIVITY MODIFICATION: *Students with a disability may use fingers and/or toes, if needed.*

