

# WALK SAFE

HAVE TIME FOR A LESSON?

## Crossing Streets Safely

**OVERVIEW:** The purpose of this Activity/Lesson is to provide children with practical safety experiences that will facilitate safe-thinking and safe behaviors whenever they walk. One of the greatest risk areas for child pedestrians is crossing streets.

**DURATION:** 30-45 minutes.

### OBJECTIVES:

- ★ Children will be able to identify 3 important steps to crossing streets safely.
- ★ Children will demonstrate their “safe-thinking” skills through role plays.

### MATERIALS NEEDED:

- A pretend sidewalk, curb, and street (or a “real” Safety Town intersection).
- A ball.
- A plush puppy stuffed animal.

### LET'S GO!

\* In circle or small group time, ask students to tell you what you need to do to cross a street safely. Pose different scenarios and ask questions: “What if there is a crosswalk?” “Do drivers always stop for kids?” “What should you do if your ball rolls into the street?” “What should you do if you need to cross the street and there is no grown-up to cross with you?” “When you look both ways before you cross, what are you looking for?” Record their answers.

\* Next, divide the children up into small groups (3-4 at a time) depending on how many staff members are available. Give each group a different situation to act out safely:

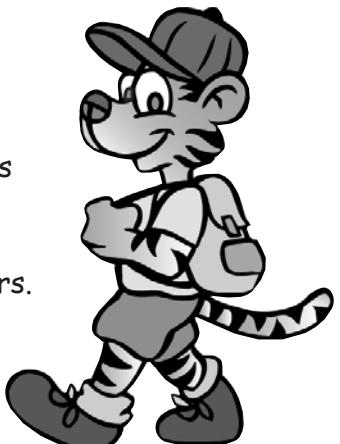
- Pretend you are playing with your puppy and she runs into the street. What should you do? (You can use the stuffed animal as a prop.)

- Pretend you are playing catch with your best friend and the ball rolls into the street. What should you do?
- You want to walk to the your friend’s house but your mom and dad are busy and can’t go with you. What should you do?
- You are walking with your dad in a strange place. There are no sidewalks or crosswalks. What is the best way to cross the street?

\* After 10-15 minutes of role playing, bring the students back together and talk about what they learned. Option: have some of the groups act out their scenarios. You can also ask the students the same questions you asked at the beginning of this lesson and compare their answers.

### SAFE CROSSING CHECKLIST

- If a ball or toy goes into the street, I ask a grownup to get it for me.
- I **ALWAYS** stop at the curb. I do not run into the street.
- If there is a crosswalk, I use it. I cross streets only at the corners.
- I cross the street with a grown-up (until at least age 10).
- I look all ways (left, right, and left again) before I enter or cross a path, sidewalk, street or driveway. I keep looking as I cross.
- I make eye contact with each driver before I pass in front of him or her.
- I never cross a street from between parked cars.



# WALK SAFE



## TALKING POINTS

- **Be prepared: bring a grown-up and wear bright clothes. Children under age 10 should not cross streets without a grown-up.**
- **How many ways should you look when crossing the street? (left—right—left; all ways)**
- **Walk in safe places (on sidewalks if they are available; walk in the same direction the cars go; stop at curbs, etc.)**
- **Obey traffic signs and signals.**
- **Cross streets safely.**
- **Know how to be safe around the school bus.**

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## HAVE 5 MINUTES?

### ACTIVITY ONE: Are you Ready to Walk?

Have everyone pretend to put on their thinking caps. Brainstorm: Before we go walking, what do we need to do? (You may need to prompt the students and give them plenty of hints.) \*Wear bright clothes, tell mom or dad, bring a grown-up, etc.

### ACTIVITY TWO: Sing "We All Go Walking"

Please see the words and motions to the right.

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## HAVE 15 MINUTES?

### ACTIVITY ONE: The Danger Zone

Put marks on the ground at different distances from the side of a parked school bus or a pretend school bus. Have students guess (or stand by the mark) they think shows how far away 10 feet is. Now tell them which mark is for 10 feet. Let them take turns doing giant steps from the side of the bus to the 10 foot mark. Record on page 7 in the *Safe-Smart Activity Book* (anywhere)



### WE ALL GO WALKING TWO-BY-TWO

Sing to the tune of "The Ants Go Marching One-by-One."

#### WORDS

We all go walking two-by-two, hurrah, hurrah. (repeat) We all go walking two-by-two; we follow the rules; we know what to do. And we all go walking safe, with our friends, from the start to the end. Boom, boom, boom, boombah, boom, boom, boom . . .

When we walk, we bring a grown-up, hurrah, hurrah. (repeat) We bring a grown-up and wear bright clothes; we make sure our parents know where we go. And we all go walking safe, with our friends, from the start to the end. Boom, boom, boom, boombah, boom, boom, boom . . .

Before you cross streets, look left-right-left, hurrah, hurrah. (repeat) We keep on looking as we cross - left, right, left - we do not stop. And we all go walking safe, with our friends, from the start to the end. Boom, boom, boom, boombah, boom, boom, boom . . .

We pay attention and walk on sidewalks hurrah, hurrah. (repeat) If there's no sidewalk, stay far to the side. We make sure we go the same way the cars ride. And we all go walking safe, with our friends, from the start to the end. Boom, boom, boom, boombah, boom, boom, boom.

how many giant steps it took for that child to get to the 10 foot mark. Explain to always stand that far away from the school bus.

### ACTIVITY TWO: Traffic Signs & Signals

What are traffic signs and signals? (Show examples.) What traffic signs and signals do you see in Safety Town? Pending time, go on a scavenger hunt together and write down the traffic signs and signals you find. Talk about what each sign means.

#### MOTIONS

Have children march in place or march following the teacher. On "know what to do," children can point to their heads.

Have children pretend to hold the hand of someone who is bigger than they are as they march and sing.

Have the children pretend to stop at a curb and look all ways as they sing. They can then march forward across the pretend street, continuing to look all ways as they cross.

Have the children march on a sidewalk or around the border of a large rug as they sing.