
Crossing to Safety

LEVEL: K-1-2-3-4-5-6

SUBJECT AREA(S): Health, Social Studies, Language Arts, Art

OBJECTIVE: Students will be able to identify smart places to cross the street.

For Your Information

None of the lessons about crossing streets fully address traffic signals because of their complexity.

TIME: 50 minutes to 1 hour

MATERIALS

Figures 6-1 through 6-5: Smart/At-Risk Places to Cross
Tape or tacks

SUGGESTED ACTIVITIES

1. Discuss the following with students:
 - What do we call the places where cars drive? (*streets, roads, highways*)
 - What do we call the places along streets where people walk? (*sidewalks, pathways*)
 - May cars drive on the sidewalks? (*no*)
 - May cars drive or park on the shoulder? (*yes*)
 - Where are people allowed to walk in the streets? (*only in certain places, such as in crosswalks, at corners, and when there are no sidewalks*)
2. Distribute a different figure (6-1 through 6-5) to each of five students. Have them show each illustration to the rest of the class and state whether or not it shows a smart place to cross, and why or why not?

For Your Information

- In Iowa, pedestrians have the right-of-way in a crosswalk, but anytime someone is in a roadway he or she is at risk. Cars will always be a danger.
- Very few crosswalks are marked. Most children cross streets at intersections with unmarked crosswalks.
- **Figure 6-1: Risky.** No corner, no marked crosswalk, only cars to dart between; motorists cannot see you.
- **Figure 6-2: Risky.** No corner, no marked crosswalk or traffic signal, only alleys

and driveways, curve ahead in the road makes it even more dangerous.

- **Figure 6-3: Smart.** Intersection with a marked crosswalk, a crosswalk sign, and street markings.
- **Figure 6-4: Smart.** Intersection with WALK/DON'T WALK signals (pedestrian traffic signals) and crosswalk markings. Smart to cross when signal says WALK.
- **Figure 6-5: Risky.** Intersection with curbing with grass and trees, but no marked crosswalk or traffic signal.

ASSESSMENT

Ask students, working alone or in cooperative-learning groups, to draw or discuss a smart place to cross or a risky one in their own neighborhood. Involve the class in determining which kind of place each student has drawn.

EXTENSIONS

1. When reading stories or watching videos, point out whether or not characters are crossing streets at smart places.
2. Have students take their Smart/At-Risk Places to Cross drawings home to share with their parents/guardians.
3. Take students on a walk around the block. Have them point out and discuss the smart and at-risk places to cross. Have them practice looking for cars at each marked or unmarked crosswalk/intersection. Have them look for places where pedestrians are prohibited.
4. Have older students pair up with one in a lower grade to escort and teach safe crossing areas around the school. Develop posters that depict what they learned.

ADDITIONAL RESOURCES

Please refer to the Iowa Safe Routes to School Encouragement and Education Program Web site for additional resources (www.iowasaferoutes.org).

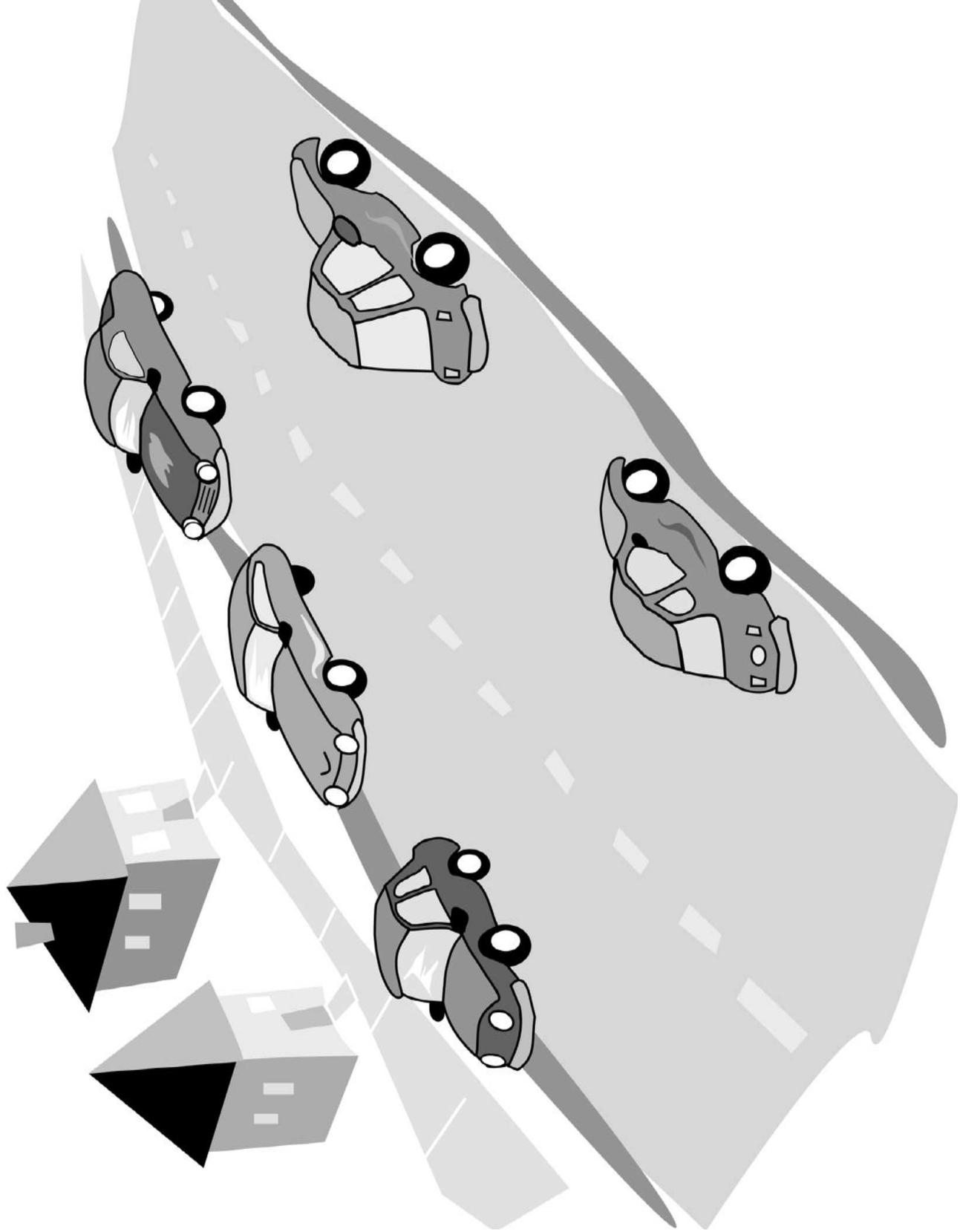


Figure 6-1

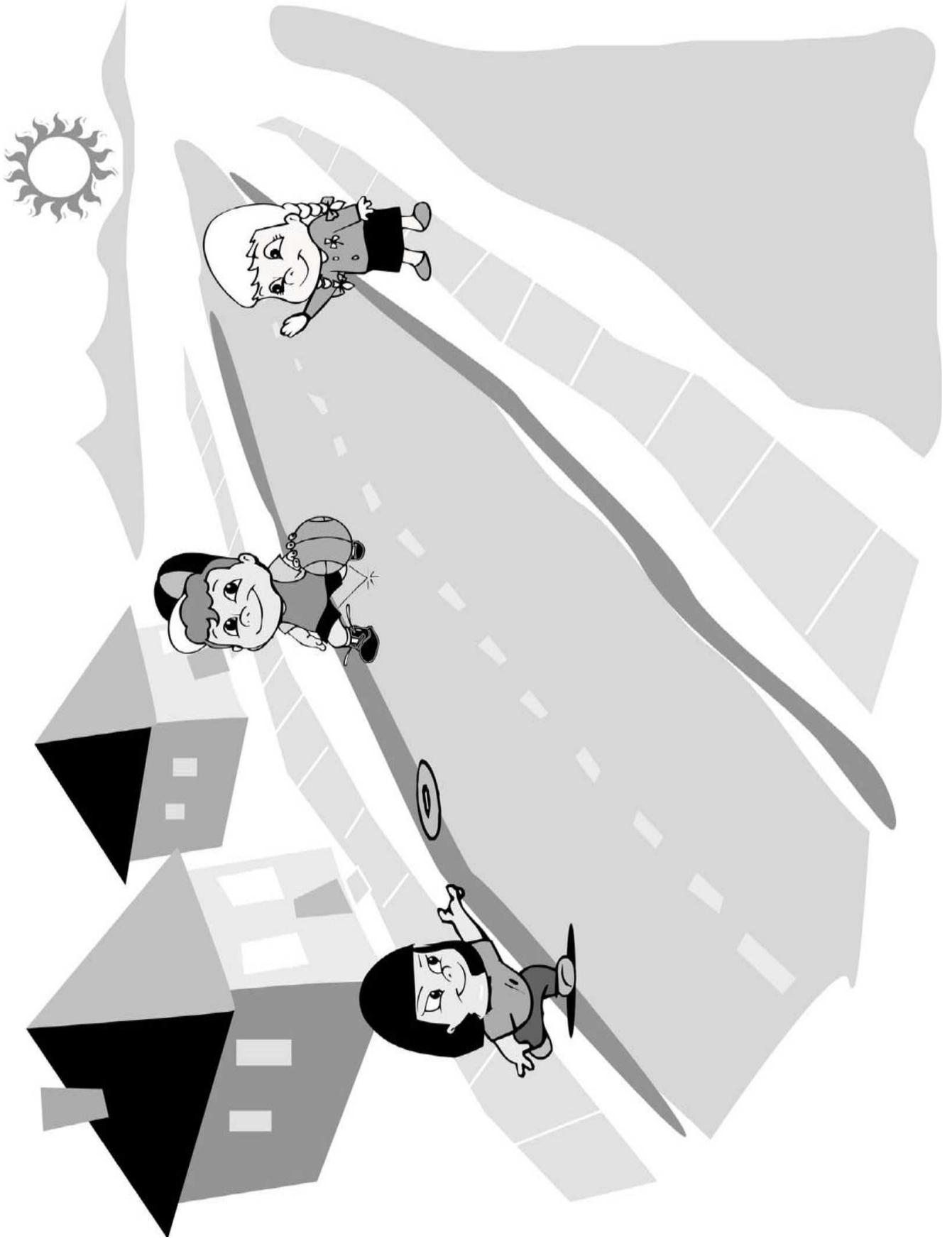


Figure 6-2

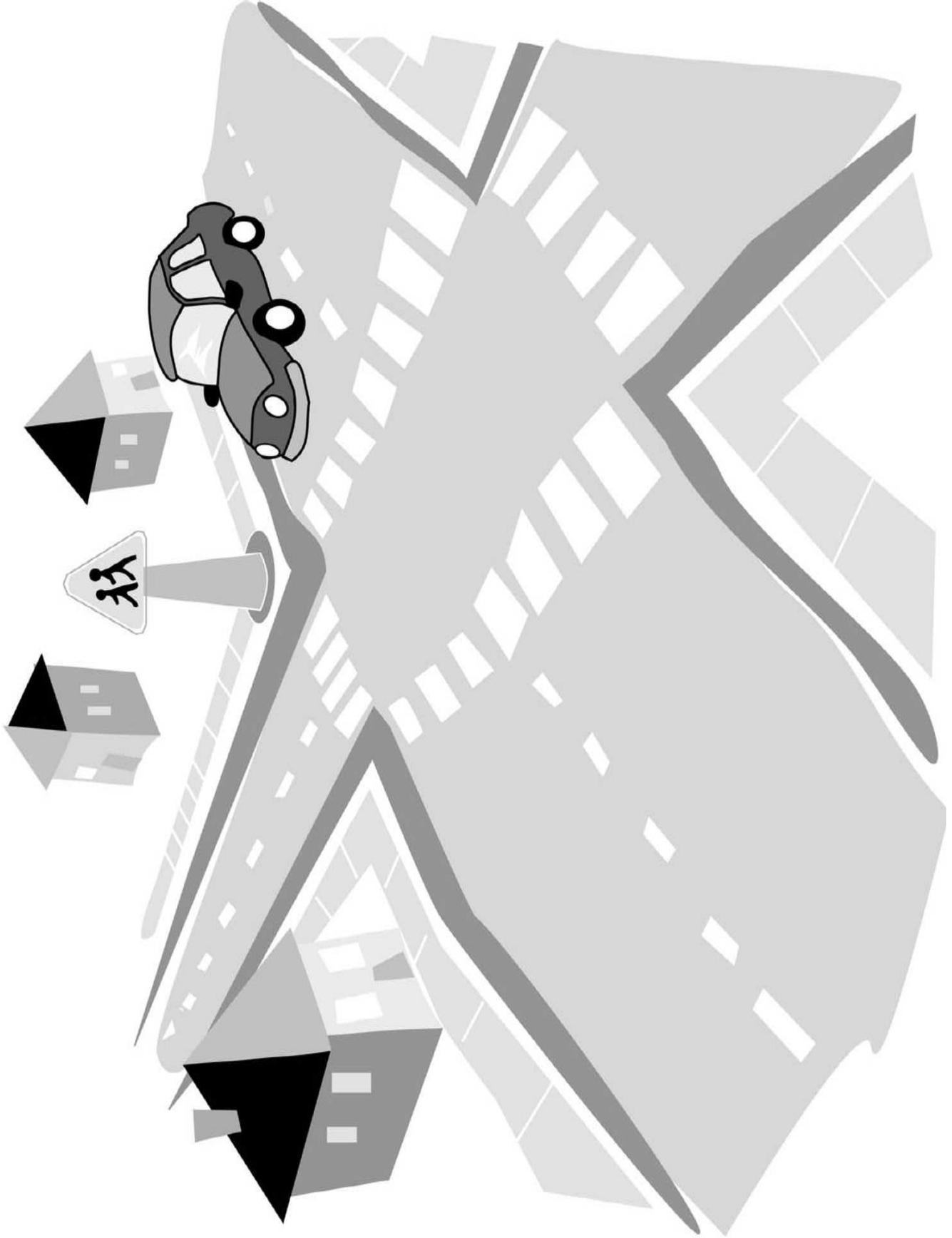


Figure 6-3

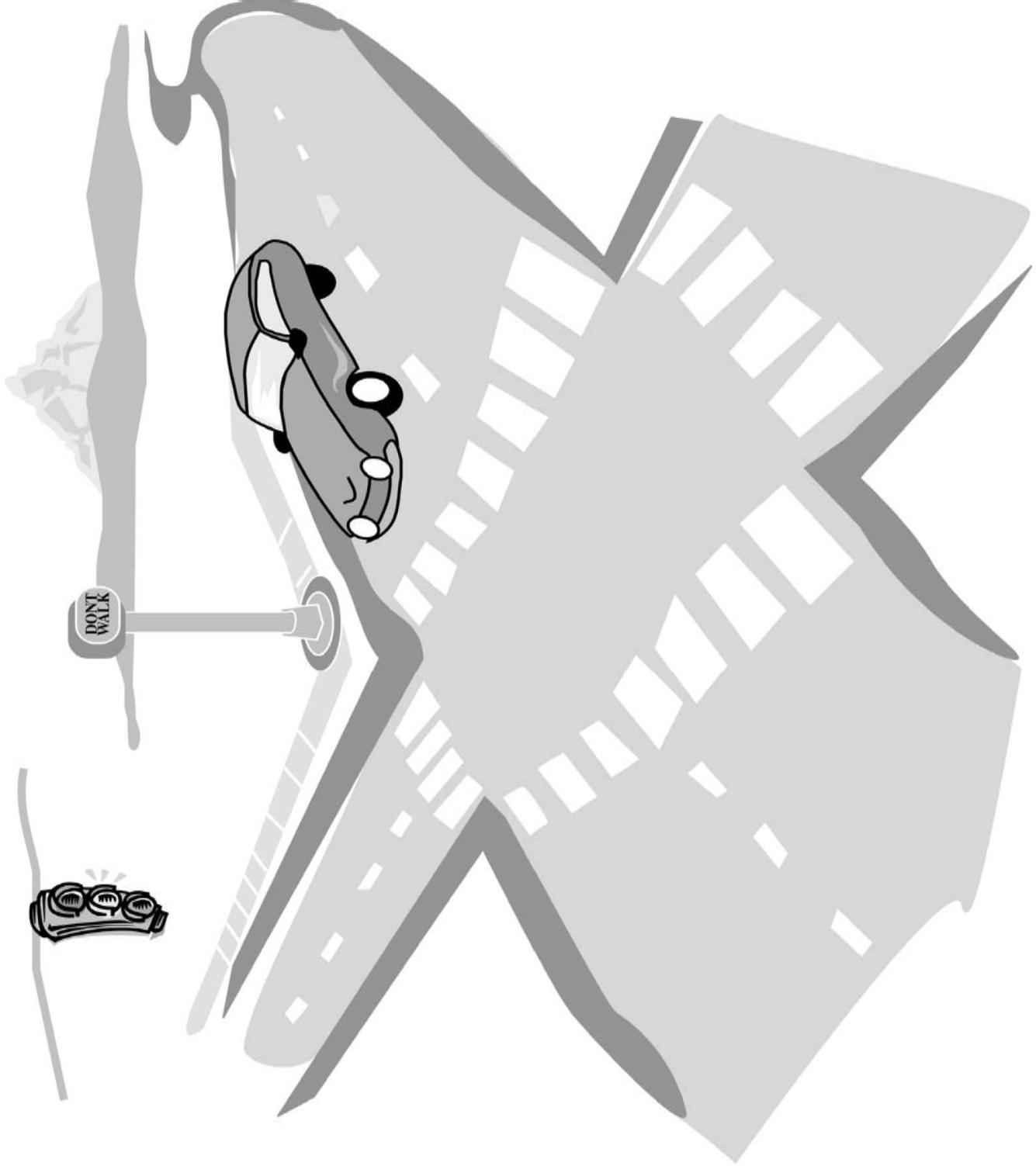


Figure 6-4

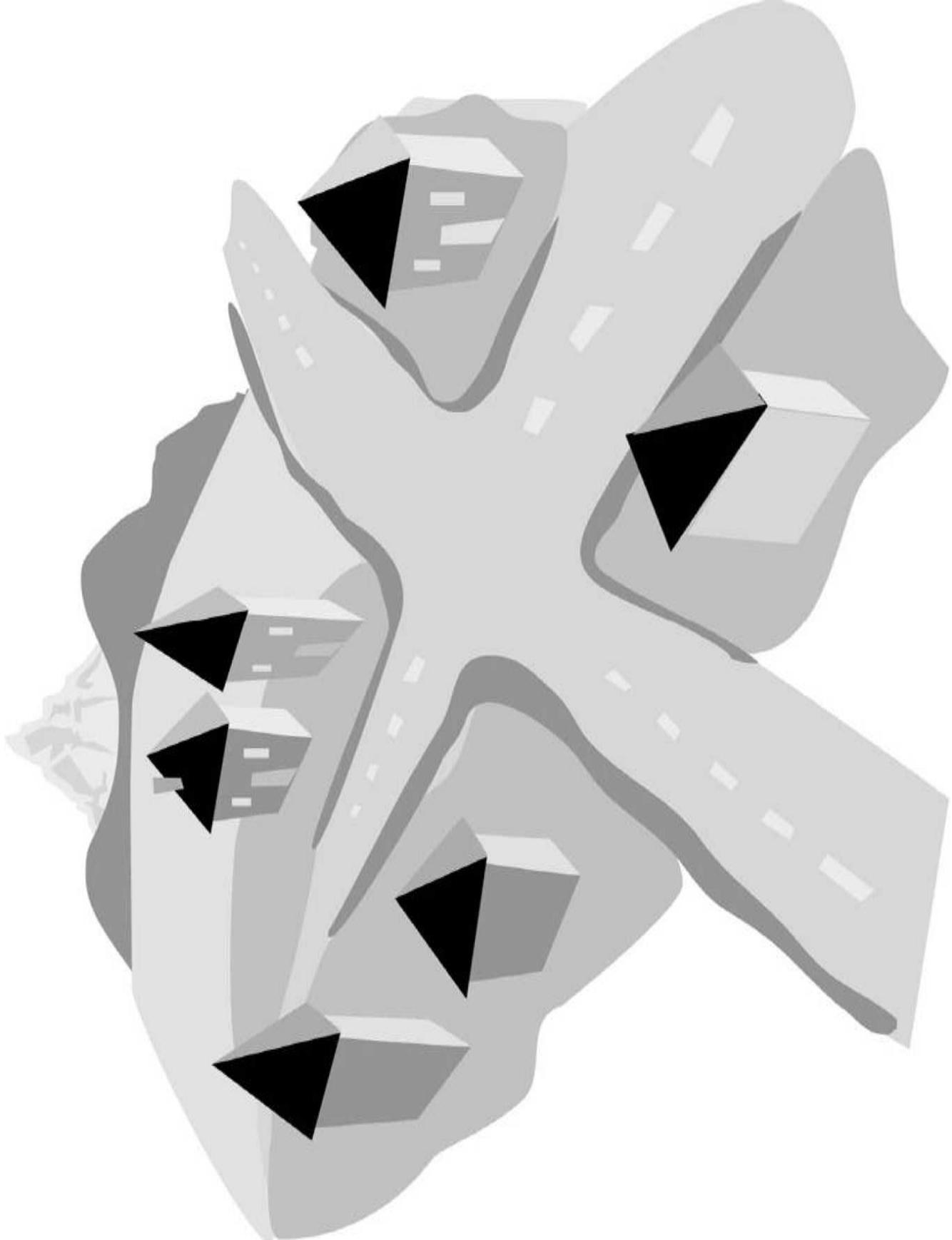


Figure 6-5