THE CROSSING PROCEDURE

It is essential that students learn and implement the correct crossing procedure of Stop, Look, Listen, and Think.

Explain and discuss each step of this procedure.

Stop
• Why do you need to stop before crossing the road?
• Where do pedestrians need to stop?
  - Identify a safe place to cross, then stop one metre back from the kerb
• What could happen if you don’t stop?

Look
• What do pedestrians need to look for?
  - Cars, trucks, buses, motorcycles, bicycles, other pedestrians
• Where do you need to look?
  - Both directions, multiple times
• Why do we have to look more than once, and in both directions?

Listen
• What do you need to listen for?
  - Vehicle sounds, crossing supervisors and pedestrian lights
• What makes it difficult to listen for traffic sounds?

Think
• What do you need to think about?
  - Is the road clear in both directions? Where else could traffic come from?
  - Is it safe to cross? Do I have enough time to walk all the way across?
Demonstrate appropriate hand signals for each step to help your class remember the procedure.

Play movement games with the four actions (Simon Says, Statues, etc).

Have students complete the “Crossing Procedure” worksheet.
IDENTIFYING FEATURES OF THE SCHOOL ENVIRONMENT

Walk your class around the school grounds so they can see the features of the surrounding roads.

Stop and discuss the crossings that you find:
- What type of crossing is it?
- How can you tell?
- How do we use this type of crossing?

Stop and discuss unsafe areas to cross:
- Is this a safe place to cross?
- Why is this an unsafe place to cross?
- What should we do?

Return to the classroom and revise the safe and unsafe crossing areas you found. Students complete the “Roads Around My School” worksheet.

SOUNDS OF THE STREET

It is often said that, “Children know that they should ‘Listen’, as part of the crossing procedure, but they don’t know what to listen for”.

As a class, or in smaller groups, have your students listen to a tape of traffic sounds.
- Listen to the whole tape. Challenge your class to identify the sounds that they heard.
- List the answers.

Play the tape a second time; however stop the tape after each sound.
- Challenge your students to identify each sound.
- Discuss characteristics of each sound (e.g. Quiet, loud, moving towards or away, or stopping).
- Guess if the vehicle is travelling quickly or slowly.
- List the answers/comments.
- How can this information aid us in crossing roads?

Highlight the importance of ‘Listening’ to the traffic before crossing, and using this information to judge how safe it is to cross.
Lead your students to brainstorm words and/or pictures that represent road safety. Using these ideas students create a Road Safety Mobile.

**Materials**
- Cardboard
- String
- Magazines
- Paddle pop sticks
- Glue
- Scissors

**Method**
- Students find/draw/write appropriate ‘road safety’ pictures and words.
- Glue pictures onto cardboard to add strength.
- Tie the pictures to the paddle-pop sticks using string.
- Suspend mobile using more string and display around the classroom.

Students can present their mobile to the class, explaining why each picture/word was chosen.

**SAFE AND UNSAFE BEHAVIOUR**

Discuss with your class what the terms ‘safe’, ‘unsafe’, and ‘always safe’ mean.

- What are some examples of ‘safe’ road behaviour?
  - Using pedestrian crossings, holding an adult’s hand, wearing a helmet, etc.

- What are some examples of ‘unsafe’ road behaviour?
  - Crossing when the ‘red-man’ pedestrian light is flashing, not following crossing supervisor’s instructions, talking to your friend while crossing the road, etc.

- What are some examples of ‘always unsafe’ road behaviour?
  - Running across the road, playing with a ball around roads, riding without a helmet, listening to music while crossing the road, etc.

Students complete the “Safe or Unsafe” worksheet. Discuss students’ answers, highlighting the importance of practising the ‘safe’ behaviours in real-life situations.
Discuss with your class what makes a road safe to cross:
- Pedestrian crossings
- Areas where pedestrians can be easily seen by drivers
- No traffic or other road users

Pedestrians can improve their safety by planning a safe route before their trip. Identifying and avoiding busy roads is an important part of planning a safe route.

Divide your class into small groups, depending on how many roads are around your school. Assist each group to find a safe area near each road so they can see the passing traffic. Instruct each group to count the number of cars that travel along their road. Groups may count traffic in one or both directions. Have the groups count the traffic for at least 5 minutes, depending on the amount of traffic.

Return to the classroom and collate the results. Make a class pictograph of the results.

What road has the most/least amount of traffic?
What road would be the most difficult road to cross? Why?
What would be the safest road to cross to get to school?
Where would be the safest place to be picked-up by your parent?

Discuss with your class:
- What have they learnt about how to be safe road users?
- Why is it important to be safe around roads?
- The importance of remembering what they have learnt when in a real-life situation.

Students complete the “Crossing Capers” worksheet.
ROADS AROUND MY SCHOOL

When I cross the road I must **STOP**, **LOOK**, **LISTEN**, and **THINK**, but first I must find a safe place to cross!

Write and draw 2 places where it is "safe" to cross the road.

Write and draw 2 places where it is "unsafe" to cross the road.
SAFE OR UNSAFE

Identify the "safe", "unsafe" and "always unsafe" actions from below.
Cut and paste them under the correct heading.
Draw or write any other actions you can think of.

SAFE

- Use pedestrian crossings
- Run across roads
- Hold an adult’s hand
- Don’t wear a helmet
- Talking to friends while crossing
- Wear bright clothes
- Playing with a ball around road
- Stop, Look, Listen, Think

UNSAFE

ALWAYS UNSAFE

- Not wearing a seatbelt
Crunch has forgotten what to do and needs your help.
Write what Crunch needs to do in each picture.
In the final square, draw your own problem for Crunch.

Should Crunch cross here?
________________________________________________________
________________________________________________________

What do I need to do?
________________________________________________________
________________________________________________________

Is this a safe place to play?
________________________________________________________
________________________________________________________

Where is a safe place for Crunch to play?
________________________________________________________
________________________________________________________

Draw your own problem for Crunch.
CROSSING PROCEDURE

Each time you cross a road you should follow each step of the ‘crossing procedure’.
Cut out the pictures of Crunch and paste them in the correct order.
Draw and write what you need to do at each step.

I LISTEN for

I THINK about

I STOP at

I LOOK for
ROADS AROUND MY SCHOOL

Colour in the boxes that show safe places to cross the road.

Draw a safe place to cross the road.
1. Trace the words.
2. Cut out the pictures of Crunch and paste them in the correct spaces.
WHAT HAVE I LEARNT?

Match the pictures to the words by joining them with a line.

LISTEN STOP THINK LOOK

Put a cross on the ‘unsafe’ thing to do in each pair.

Is the picture ‘safe’ or ‘unsafe’?

Colour in the correct face.