



# LEADERS NOTES

## SAFER INDEPENDENT PEDESTRIANS

- AGE RESTRICTED PRODUCTS
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FOOD AND HYGIENE



HOME FIRE SAFETY



LABELS, SIGNS AND SYMBOLS  
SAFER INDEPENDENT PEDESTRIANS  
WHO CAN HELP



LABELS, SIGNS AND SYMBOLS  
COMMUNITY SAFETY  
SAFER INDEPENDENT PEDESTRIANS



SOCIAL MEDIA AND THE INTERNET



AGE-RESTRICTED PRODUCTS  
COMMUNITY SAFETY  
LABELS, SIGNS AND SYMBOLS  
SCAMS  
SHOPPERS' RIGHTS  
WHO CAN HELP



FOOD AND HYGIENE  
AGE-RESTRICTED PRODUCTS  
DOORSTEP CRIME



COMMUNITY SAFETY  
LABELS, SIGNS AND SYMBOLS  
SCAMS  
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SAFER INDEPENDENT PEDESTRIANS  
COMMUNITY SAFETY



COMMUNITY SAFETY  
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SOCIAL MEDIA AND THE INTERNET

# SAFER INDEPENDENT PEDESTRIANS



## ROAD SAFETY - UP TO KEY STAGE 2

This section covers basic road safety skills for those who have not yet experienced independent travel. It covers dangers to Crossing Safely, Safer Places to Cross the Road and Crossing Between Parked Cars. These 3 sessions can be taught as a whole or divided into separate sessions.

### SESSION 1 DANGERS TO CROSSING SAFELY

- Novice pedestrians tend not to understand that obstructions to their view of the road make it difficult for them to see approaching traffic. They do not understand that these obstructions also make it difficult for drivers to see them trying to cross. Dangers include parked cars, bends, junctions, street furniture.

### LEARNING OUTCOMES

- In order to find a safer place to cross the road students will be able to identify dangers to crossing and will understand the driver's view of pedestrians is limited because of parked cars, bends in a road, a junction and a selection of street furniture. Activity - using Flash Cards Show examples of different kinds of obstructions using the flash cards. Discuss with students why each of these is a danger. Make references to any that are in your immediate area or on regular routes students may take. It is important to discuss the driver's point of view.

### SESSION 2 SAFER PLACES TO CROSS THE ROAD

- Although there are no completely safe places to cross the road, students should be encouraged to use this session to revisit what constitutes as a danger and why, and what makes a safer place to cross and why. 'Safer places' are away from all the places discussed in Session 1.

### LEARNING OUTCOMES

- Students will be able to recall what constitutes a dangerous place to cross and why. In order to choose where to cross the road students should recognise safer places to cross and use them to design a route from home to school using safer places to cross.

### ACTIVITY - USING FLASH CARDS

Use the flash cards to help children understand the differences in how crossings look and are used, including for pedestrian crossings, bridges, traffic islands, underpasses, school crossing patrols. Discuss why they are safer. If you have any of these in your area pre-prepare photographs that students may recognise from their own journeys.

### ACTIVITY - KNOWLEDGE REINFORCEMENT

Combine both sets of flash cards and use a pairs style game to match safer places to each other and dangerous places to each other.

### ACTIVITY - ROUTE PLANNING

Work out the safest route for Mark and Tina to get to school. Then find a local map and work out the safest route for you to get to your school.

### SESSION 3 CROSSING BETWEEN PARKED CARS

- The majority of crashes involve novice pedestrians close to parked cars. This is because pedestrians cannot see the traffic coming and the drivers of vehicles cannot see the pedestrians. Whilst students should be encouraged to move to a place without parked cars this is not always possible, so it is important that students learn to go through the following stages in order to cross as safely as possible.

## LEARNING OUTCOMES

- In order to demonstrate how to cross as safely as possible between parked cars, students will be able to recall the repeatable steps below.
  - If this session is offered as the preferred supervised practical lesson, students should be able to demonstrate at the roadside how they would attempt to cross between parked cars using the method outlined below.
1. Find a person sized space between parked cars. This is so that no cars can pull in and park whilst students are trying to cross.
  2. Stop close to, but behind the kerb.
  3. Look across the road to make sure there is room to get on to the opposite pavement.
  4. Check that the cars you are crossing between are not going to move. Clues to look out for are people are in the cars, there is engine noise, car lights are on and you can smell exhaust fumes.
  5. If any of these clues are present don't attempt to cross, find somewhere else and start from 1 again.
  6. If none of the clues are present step off the kerb and move to the outside corner of the LEFT hand car this has now become the kerb line and students are shielded by the cars.
  7. Look RIGHT for traffic, if none is coming then
  8. Look LEFT for traffic, if no traffic is coming
  9. Look RIGHT again, if no traffic is coming then
  10. Cross the road at a steady pace, looking and listening for traffic ALL the time. This concept is difficult to teach as a paper exercise and wherever possible it is recommended that learning to cross between parked cars is done practically at the roadside under supervision.

## ROAD SAFETY - KEY STAGE 2 AND ABOVE

This section covers basic road safety skills for students who have experienced independent travel. Introducing the topic

- Discuss how many students already travel independently. This can include supported travel. Include aspirational ideas from those who are not yet travelling independently. Remind students of the safety implications and that independent travel is a skill to be learnt and that students should not try it alone

- Conduct a brief survey (putting results on a whiteboard) of how many walk, use public transport, cycle, etc.
- Ask how many different places students have or would like to visit independently. Learning outcomes
- Students should be able to discuss and list reasons why they would like to be able to travel independently. They should be able to interpret and report on simple data based on a survey of modes of travel. Ultimately, students should begin to understand safer crossing techniques. Road Safety

## UK STATISTICS 2014

Road crashes are the biggest killer of 15 to 24 year olds and the second biggest killer of 5 to 14 year olds in the UK every year.

There were 2,082 under 15 year olds killed or seriously injured on the roads in 2014.

## KENT STATISTICS

In 2014, of the 6,303 people hurt on Kent's roads, 673 were pedestrians and 478 were cyclists. This means on average 17 people per day are hurt, some fatally.

The peak age for pedestrian injuries in Kent is 11-14 year olds; 103 pedestrian casualties last year, which is over 15% of all pedestrian casualties and 51% of all under 16 pedestrian casualties.

The common reasons for crashes involving child pedestrians include Failing to Look, Distraction and Not Judging Others Movements.

## OBSTRUCTIONS, DISTRACTIONS & VISIBILITY

We all need to be careful when we are using the road but some road users are more vulnerable than others. Pedestrians, cyclists and motorcyclists are particularly vulnerable because they are not inside a vehicle that would help protect them in a crash and some times drivers find them difficult to see.

The places that you choose to try and cross the road can make it difficult for you to see the traffic coming. It can also make it difficult for the drivers to see you trying to cross the road. These things are called obstructions. Some of the obstructions include: a line of parked cars, a bend in the road that you can't see around, bus stops and some dustbins.

Whenever you are near a road you should always concentrate on what you are doing. There are things that can make you more vulnerable when you are trying to cross the road. These things are called distractions. Some of the distractions include: listening to music, using earphones, talking or texting on your phone and messing about with your friends.

Wearing dark clothing makes it difficult for drivers to see you trying to cross the road, particularly if it is dark or the weather is really bad. If you wear clothing that is bright, reflective or fluorescent it is much easier to see you. This is called visibility.

Some places are designed for pedestrians to cross the road, such as bridges, underpasses, zebra crossings, islands, school crossing patrols and pelican crossings. When you are going to cross the road you should always try and use one of these safer places to cross if you can.

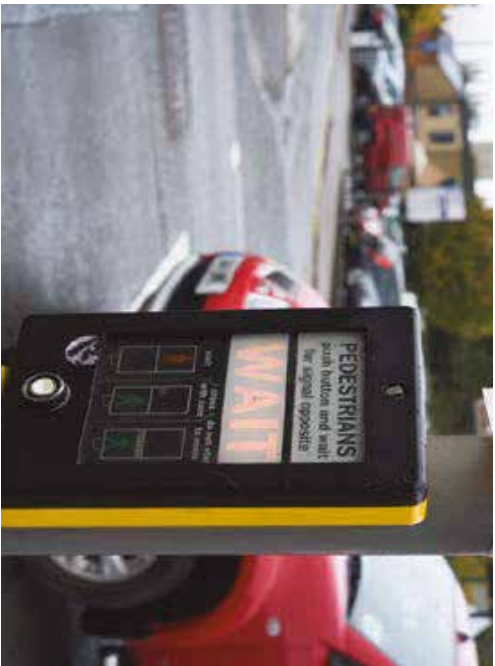
## **RESOURCES AND LINKS**

Kent Road Safety

Schools transport for children with special needs

Kent Child Life

## Safer crossing locations



Pelican crossing.



Pelican crossing – green means cross only when the traffic has stopped.



Traffic island – lets you cross in two stages.



Traffic island – beware faster moving buses in the bus lane.



## Safer crossing locations



Zebra crossing – make sure the traffic has stopped before you cross.



Puffin crossing, version 1; green means cross only when the traffic has stopped.



Underpass or subway.



Puffin crossing, version 2; green means cross only when the traffic has stopped.

## Safer crossing locations



Footbridge – probably the best sort of crossing.



Busy or quiet roads?



What makes them busy or quiet? Which is most dangerous? – think of vehicles speed as well as how much traffic there is.

Waiting to cross – where should you stand?



Just behind the kerb.



Beware driveways, especially those hidden by hedges and trees  
– will a vehicle emerge or will one turn into the drive from the road?

## Facilities for those with visual impairments



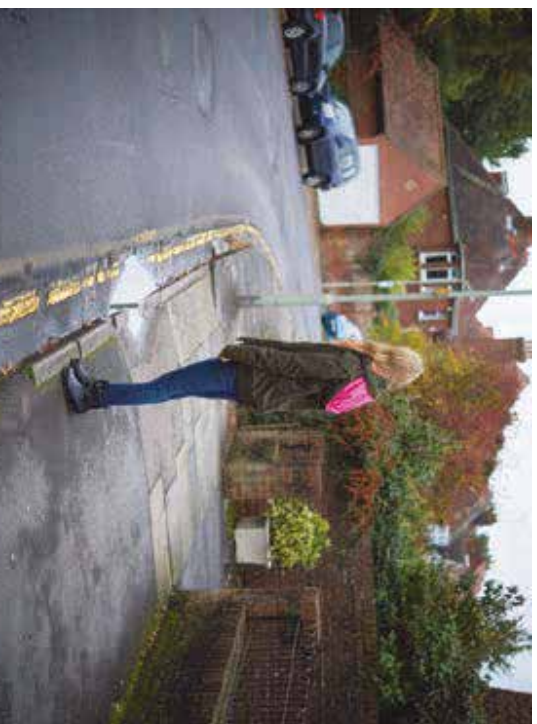
The 'spinning cone' that rotates when the Green Man shows.



Tactile paving, so you can 'feel' a crossing place. Yellow for not controlled, pink for a controlled crossing (many visually impaired people can 'see' colour but not detail).



Less safe places to cross



Bends – what's coming around the bend? How can you see it?



Junctions – traffic comes from many directions, and sometimes from behind.



## Less safe places to cross



Parked cars make it hard to see traffic and hard to be seen by traffic. What if a parked car starts to move away or reverse whilst you are crossing next to it?





# SKILLS4LIFE SAFER INDEPENDENT PEDESTRIANS

## HOW TO EARN YOUR AWARD

**COMPLETE THE QUIZ AND THE 2 ACTIVITIES BELOW**

ACTIVITY 1	<b>WALK AROUND ROADS/FOOTPATHS NEAR SCOUT HQ TO IDENTIFY SAFE OR DANGEROUS AREAS AND WHAT IMPROVEMENTS CAN BE MADE</b>
ACTIVITY 2	<b>THINK OF ALTERNATIVE TRAVEL OPTIONS AND EXPLAIN HOW YOU WOULD GET TO PLACES WITHOUT GOING BY CAR</b>
ACTIVITY 3	<b>QUIZ</b>

# ACTIVITY 3

# QUIZ



1. When trying to cross the road name 3 obstructions that make it difficult for a driver to see you.
2. It is legal for a cyclist to ride on the pavement that is not a shared or segregated route. Is this true or false?
3. You should always concentrate when you are trying to cross the road; distractions can make you more vulnerable. Name 3 distractions.
4. Child pedestrians (ie those aged under 16) make up around a third of all pedestrian injuries. Where the pedestrian might be at fault, can you name one of the most common things that under 16s do to cause these incidents?
5. It is much easier to be seen in the dark if you wear what 'R' type of clothing.
6. When waiting to cross a normal two-way road, which way should you look first before crossing?
7. At what age are you responsible for choosing to wear a seat belt; when does it become the passenger's responsibility and not the drivers?
8. Name 3 of the most common driver behaviours that lead to fatal and serious road injuries?.
9. Name 3 dangers related to trying to cross between parked vehicles.
10. How far would it take an average driver to react in an emergency and stop their car if they were traveling on a normal, dry urban road at 30 mph? Is it 14m, 23m or 31m?



# ACTIVITY 3

## SAFER INDEPENDENT PEDESTRIANS

Name: \_\_\_\_\_

Question	Answer
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	
Question 6	
Question 7	
Question 8	
Question 9	
Question 10	