



ROADWAYS

Road Safety Resource
for youth groups



Section One
ACCIDENTS

The Hard Facts

What is an accident? Dictionaries say that it is "an unexpected event, without any apparent cause, where physical harm or damage is brought about by chance"! But road accidents don't really happen just by chance. Most are caused by human error. We cause the accidents, so we should learn how to avoid or prevent these 'crashes'.

Accidents cost Scotland over £1,300 million every year. This figure is worked out by placing a cost on each type of casualty (Fatal, Serious, Slight). This includes the cost of damage to vehicles and property, the cost of emergency services, insurance, loss of salaries, and medical costs. In addition, there is a "Human Cost" element, which reflects the physical injury, grief and suffering to casualties, their relatives and friends. None of these figures can ever truly reflect the pain and distress caused by road crashes.

For every crash in which someone is killed or injured, there are 14 other crashes in which only damage to vehicles or other property is caused.

The Cost of a Road Crash

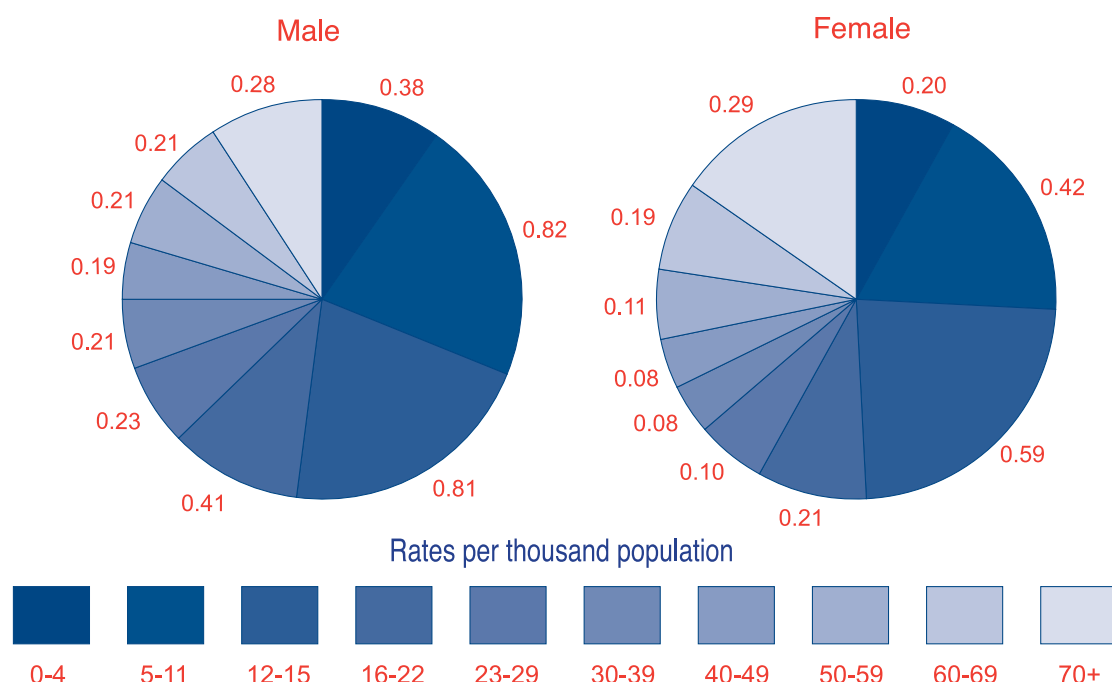
Fatal	Serious	Slight	Damage only
£1,047,024	£117,670	£9,070	£1,501

Crashes are caused by people, not by bad luck. However it is often only good luck which makes the difference between life and death, with some people dying in quite minor accidents.

The graph below shows pedestrians that were killed or seriously injured according to age group.

Years: 1994-98

Average fatal and serious pedestrian casualties by age group and casualty class



Frightening, isn't it when you read the 'hard facts' overleaf.

You must realise you are in danger as a road user - that means you are likely to be in danger of getting hurt or killed!

If you make sure you know dangerous situations - always being prepared and alert - you can help to keep yourself and others safe!

There are many groups of Road Users and these can be grouped by age, sex, or type of transport (on foot as pedestrians, as riders on bicycles and motorcycles, or as drivers in cars, lorries etc.)

As a Pedestrian:

- Walk on the pavement away from traffic or, if there is no pavement, walk facing oncoming traffic keeping well into the side.
- Know the basics of crossing roads safely: Stop, Look, Listen and Think.
- Recognise safer places to cross: zebra, pelican, toucan and puffin crossings, traffic islands, subways and footbridges.
- Realise the dangers of speed and that it takes far longer for a driver to stop than a pedestrian, so never dash out in front of cars.
- Know who can help, such as the police, traffic wardens, or school crossing patrols.
- Know how to cross between parked cars if there is no other choice.
- Know that being seen helps to keep you safe - wear high visibility clothes, light and fluorescent colours during the day and in bad weather conditions, bright and reflective accessories at night.
- Never play football, rollerblade or skate on or near roads.

Remember, pedestrians are particularly vulnerable as Road Users - especially pedestrians in your age group.

As a Cyclist:

- Have your bike checked regularly and know how to cycle safely.
- Make sure you have taken a cycle training course.
- Always wear a cycle helmet
- Make sure you are always visible to other road users by wearing bright and fluorescent items, and that your cycle lights and reflectors work and are clean.

As a Passenger:

- Always wear seat belts in cars and coaches and do not distract the driver.
- Know how to use buses or trains sensibly.
- Always get out of a car on the side furthest away from traffic.

It is really important for you to know what to do in an emergency. You could save someone's life! If you witness a crash you should remember the following guidelines:

How to help at the scene of a crash:

It's easy in this situation to panic, but don't. Just remember the letters of P.A.N.I.C.

Protect the scene of the accident, warn other vehicles, if necessary stop traffic altogether

Assess the situation, find out what has happened, how many casualties, how badly injured, which emergency service is required

Number of casualties

Injuries - find out how many and what type of injuries so the correct help can be given

Call the emergency services as soon as possible. If necessary get the next person who arrives at the scene to phone 999 and then get them to come back to the scene of the crash and confirm that help is on the way.

Telephoning the emergency services (999):

- 1) STAY CALM
- 2) SPEAK CLEARLY
- 3) SAY WHICH SERVICE IS NEEDED -
POLICE, FIRE, AMBULANCE, COASTGUARD
- 4) GIVE THE TELEPHONE NUMBER YOU ARE CALLING FROM
- 5) GIVE YOUR NAME
- 6) SAY WHERE THE CRASH IS: STREET NAMES / LANDMARKS
- 7) TYPE OF CRASH
- 8) NUMBER OF CASUALTIES AND TYPES OF INJURIES
- 9) NUMBER OF VEHICLES AND TYPES OF VEHICLES INVOLVED
- 10) ARE THERE SPILLAGES OR RISK OF FIRE?



No. 1



Walk or Run?

Activity type: Group/Inside

- a) In a room/hall the whole group should walk about, at a slow pace, in any direction. One of you (take this in turns) has to get from one side of the room to the other without bumping in to anyone.
- b) Repeat with all of the group walking except the single person, who runs across.
- c) Repeat with all of the group running about and the single person walking.
- d) Repeat with all of the group running, including the single person crossing.

Discussion:

Decide when it was easier for the single person to get across the room. Then relate your experiences from the activity to how you should behave when crossing the road.

No. 2



See and Be Seen

Activity type: Group/Inside

Repeat part a) of the previous activity with the lights in the room dimmed right down.

- 1) As above, with all of the group except the one who is "crossing" having torches to see where they are going.
- 2) As above but the person "crossing" to wear something reflective.

Discussion:

Decide when it was easier to see the person "crossing" and avoid a crash. What has the exercise taught you about crossing the road at night?



No.3a

**Fast or Slow?****Activity type: Group/Inside**

Move around the room, following your leader's commands:

Red: Freeze totally Amber: Stop Green: Proceed at requested speed.

"Green" is always used in conjunction with "Walk Slowly", "Walk Fast", "Run Slowly" or "Run Fast". For Example:

Leader Calls:

"Green Walk Slowly"

"Green Run Slowly"

"Amber"

"Green Run Fast"

"Red"

You:

Walk slowly around the room.

Run slowly around the room.

Have to stop where you are, but can still move other parts of your body other than your legs.

Run quickly around the room.

Have to freeze on the spot, like a statue.

In the above example, you would find it more difficult to stop dead from running quickly, than to stop from running slowly.

This game shows how difficult it is to judge speed and distance as speed increases, and how this affects stopping distances. The game can be expanded by adding or removing different rules such as "One Way Traffic"; or any other rules that you think of.

No.3b

**Stopping Distance****Activity type: Group/Inside or Outside**

In a room/hall two persons are chosen at random to go and stand at the far end of the room and face the wall. The remainder of the group forms two lines facing each other, around 2 metres apart. One person in the line is chosen as a marker where the runners will be given the order to stop (this will be kept a secret from the two runners). On the given order number 1 will turn and jog down between the two lines and on reaching the marker the order "STOP" will be given. This will be repeated to the second runner who will run down as fast as possible. A mark will be placed on the floor where the two runners eventually stopped.

This activity can also take place outside, in varying surface conditions eg. dry, wet, icy or by replacing the runners with cyclists.

Discussion for both activities:

Discuss why it was more difficult to stop dead from running quickly than to stop from running slowly, and the differences in the stopping distances involved.

What has this taught you about reaction times, speed, stopping distances and how they relate to each other, particularly in regard to crossing the road and how traffic behaves.

No. 4



Visibility or Camouflage?

Activity type:
Individual/Art

Draw and paint pictures that show why it is important to be seen on the road. Your picture might look at camouflage in the natural world and compare things that are well camouflaged with things that stand out. Zebras have strong markings and, in their natural environment, these markings act as camouflage. However, when black and white stripes are used in a different environment, such as on a Zebra crossing, they are used because they stand out. Draw two people set against a dark background, one who is trying to blend into the background, and another who is trying to stand out by wearing bright clothing.

No. 5



True or False?

Activity type: Teams/Quiz

Here is a series of True or False sentences designed to test your knowledge, get you talking, and make you think about the issues involved. Get into teams, and decide what you think the answer is to each statement. Then get back with the whole group, and explain which answer you chose, and why.

1. It is always against the law to cycle on pavements.
2. You can cycle after dark without lights, as long as you have clean reflectors.
3. Sometimes it is safer to get off your bike and wheel it across a junction instead of riding.
4. Speeding is dangerous, as it means that cars take much further to stop.
5. In daylight, drivers find it much easier to see pedestrians wearing brightly coloured clothes.
6. Cycle helmets are a good idea because they can protect your brain if you fall off your bike.
7. You should avoid crossing between parked cars.
8. You should always run across the road, to get to the other side as quickly as possible.
9. You are safe to start to cross at a Pelican when the green man is flashing.
10. Vehicles take much longer to stop in wet weather.
11. Wearing a hood can make it difficult to see and hear traffic.
12. You should always wear a seatbelt in the car.
13. Fluorescent material can be as easily seen at night.
14. You should practise all your cycle skills/manoeuvres on busy roads as soon as you can.

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No. 6

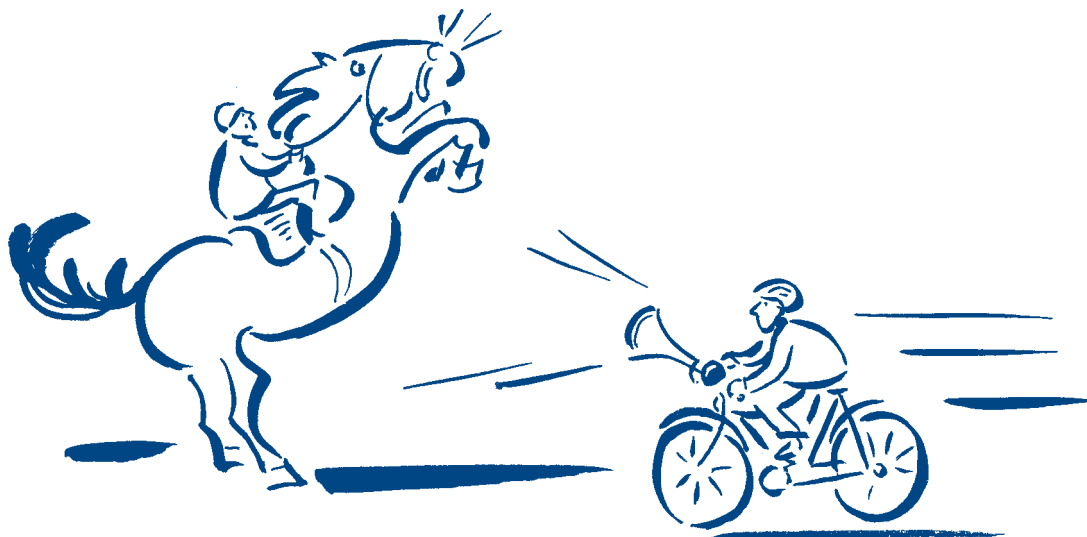


Questions

Activity type: Teams/Quiz

This is a series of questions designed to test your knowledge, get you talking, and make you think about the issues involved. Get into teams, and decide what you think the answer to the question is. Then get back with the whole group, and explain which answer you chose, and why.

1. Should only young cyclists wear cycle helmets?
2. Can you 'jump the red light' on your bike, if the road is clear?
3. Is it okay for parents to park on the zig zag lines outside schools?
4. Do drivers have to stop for pedestrians waiting on the pavement, by Zebra crossings?
5. At pedestrian crossings, what are the raised bumps on the pavement for?
6. Should babies be held tightly in their mum's arms, in the back of the car?
7. What is likely to happen if you ring your bell, or press your horn whilst overtaking a horse on a country road?
8. Can cyclists choose to ride along the pavement when the traffic lights are red?
9. What should you wear at night as a pedestrian?
10. Is it alright for you to jump off the bus if it has slowed down or has stopped at traffic lights?



No. 7



Find the parts

Activity type: Individual/
Knowledge Test

Find the following bicycle parts in the picture below:

saddle	wheel	handlebar	pedal
cross bar	spokes	lights	chain
reflectors	brake-levers	mudguard	

No. 8



Find the parts

Activity type: Individual/
Knowledge Test

Find the following bicycle parts in the picture below:

brake-cable	brake-blocks	saddle	wheel
handlebar	pedal	tyre-valve	lights
spoke reflector	steering-head	reflector	chain
brake-levers	mudguard	cross bar	spokes

No. 9

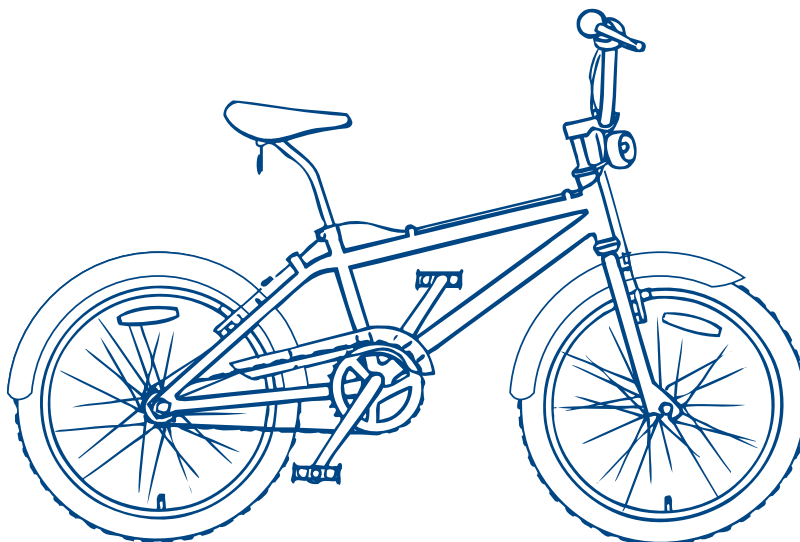


Unscramble the letters

Activity type:
Individual/Knowledge Test

Re-arrange the jumbled letters below and then label the drawing:

tilghs	ssekpo	ekarb-losckb	sscro rab
rotcelfer	kearb-bleac	ainch	eewlh
dlanehrab	rakeb-versel	eersting-dhea	plead
epoks flectroee	gmarduud	ryet-vvale	ddlesa



No. 10



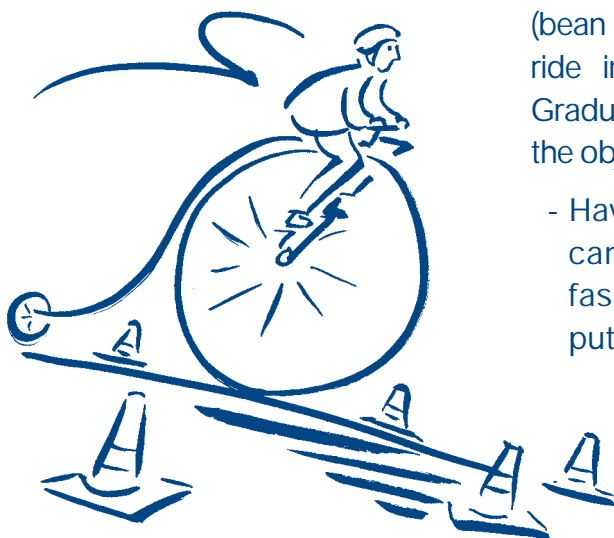
Activity type: Team or Individual/
Practical Test

a) Cycle Checks

- Can you reach the handlebars easily?
- When sitting on the saddle, do both your feet touch the ground, legs straight, heels slightly raised?
- Can you rest your fingers comfortably on the brake levers, ready to react quickly?
- Lift each wheel in turn off the ground and spin the wheel. Apply the brake. Do the brakes stop the wheel spinning effectively?
- Are the brake blocks in the right place, not touching the tyre?
- Are the brake blocks wearing evenly?
- Is your chain well oiled and at the correct tension?
- Are your gears working properly?
- Are your tyres well pumped up, with a good depth of tread pattern showing all the way round?
- Explain to an adult what adjustments are needed, and ask them to make the adjustments for you.

b) Manoeuvring skills

- Cycle along in a straight line - go as slowly as you can keeping straight without losing your balance or using the brakes.



- Put a series of objects on the ground (bean bags or cones are good for this) and ride in and out of them in a slalom. Gradually reduce the distance between the objects to see how good you really are!
- Have a timed competition to see who can complete the slalom in the fastest (or slowest) time without putting their foot down.

If there are restrictions in the hall you use, find somewhere off-road to practise these manoeuvres.

No. 11



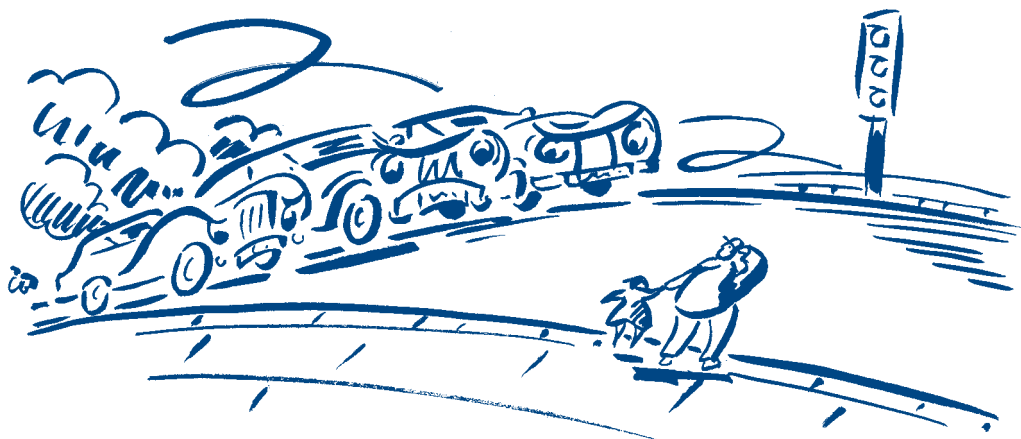
Interview the Young

Activity type:
Individual or Team/Survey

Carry out interviews with children who are younger than you. The aim of the exercise is to understand the problems young children face when on, or near, roads and how this can lead to them being involved in accidents. Include the following points:

- How easy is it to see traffic from their height?
- How good are they at judging speed and distance?
(Try watching traffic and asking the child how many seconds they think it will be before the vehicle reaches a certain point)
- Which types of crossing do they find easier to use?
- How many have to cross between parked vehicles?
- Where is the safest place for them to play?
- Who has a bike?
- How many have had cycling instruction?
- What do they do if they're 'dared' to run across the road?
- How many wear something bright / fluorescent / reflective?
- Who wears a cycle helmet when cycling?
- Can they name people who help us to cross the road?
- What do they find most difficult when they are out and about walking?
- What do they find most difficult when they are out and about cycling?

You could just talk with your chosen interviewees or make up questionnaires to fill in - this way you have a record of their answers. If you cannot talk with younger children you could take turns to role play, thinking back to when you were younger.



No.12



Question the Elderly

**Activity type:
Individual or Team/Survey**

Make up questionnaires for pensioners on local traffic situations. The aim of the exercise is to understand the problems older people face when on or near roads, and how this can lead to them being involved in accidents. Points to consider:

- Are drivers giving them enough time to cross the road?
- Do they avoid going out during rush hours?
- How easy is it for them to look left and right ?
- How good are they at judging speed and distance?
(Try watching traffic and asking the person how many seconds they think it will be before the vehicle reaches a certain point)
- Which types of crossing do they find easier?
- Is there enough time to cross at Pelican crossings?
- Does being hard of hearing make crossing more difficult?
- Does poor eyesight (or failing eyesight) make it more risky to cross the road?

No.13



Challenge the Drivers

**Activity type:
Individual or Team/Survey**

Make up questionnaires for drivers. The aim of the exercise is to understand the problems drivers face, and how this can lead to them being involved in accidents. Important points to include are:

- How fast do they drive in built up areas?
- How long does it take a car to stop from 30 mph?
- Do they concentrate all the time, looking out for pedestrians and cyclists?
- Do they adjust the radio etc. while they drive?
- How many use a mobile phone when driving?
- Who uses open maps whilst driving in unfamiliar places?
- Does heavy rain or snow make it more difficult to see pedestrians?
- Can they see all road signs clearly when driving at speed?
- What things distract them whilst driving:
 - a) inside the car
 - b) outside the car?

Discuss in groups the problems faced by each type of road user. You can take this home and ask parents and relatives.

No. 14



Emergency procedures

**Activity type: Group/
Drama**

- Split into groups. One or two people in each group are going to be casualties, one or two will be themselves, and the rest will be the emergency services.

- Lie the "casualties" down in an imaginary road, or have them sitting on chairs, as if they were in the car. Imagine that a car crash has just happened and you have either witnessed it, or came across the scene of the crash. Decide what you need to do, and act it out. Once the emergency services have arrived, hand over to them.

Now do the same thing again taking into account the points given in the Factsheet No.3 using P.A.N.I.C.

No. 15



Hoax Calls

**Activity type: Groups/
Drama**

- Split into groups. One or two people in each group are going to be casualties, one or two will be themselves, one or two will be hoax telephone callers. The rest will be the emergency services.

- At one end of the room, lie the "casualties" down in an imaginary road, or have them sitting on chairs, as if they were in the car. Imagine that a car crash has just happened, and you have either witnessed it or came across the scene of the accident. Decide what you need to do, and act it out. The emergency services should be based in the middle of the room receiving a hoax call. The emergency services are sent to the wrong end of the room - they are not allowed to respond to another call from a real crash until they make sure that the call they went to first, was a hoax.

How does this delay affect the casualties at the real crash scene?

What other problems can hoax calls create?

No. 16



Write a Play

**Activity type: Groups/
Drama**

Group to improvise a playlet from the 5 points of the P.A.N.I.C. procedure:

- | | |
|---|---------------------------------|
| P | Protect the scene of accident |
| A | Assess the situation |
| N | Number of casualties involved |
| I | Injuries and degree of severity |
| C | Call for assistance |

No. 17



Sequence

**Activity type: Individual or Teams/
Writing or Discussion**

Write a description of the sequence of events shown in the pictures (on activity sheet 14) or break into groups and discuss what happens in the pictures.

Think through how each of the characters might feel in the situation and how this would affect their actions.

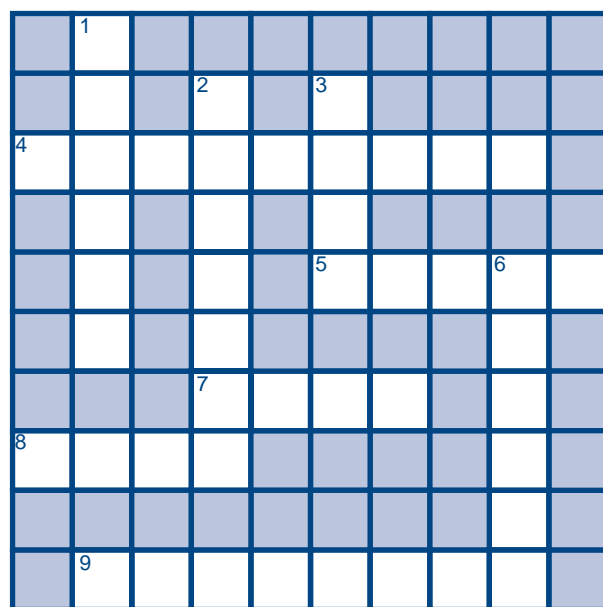
No. 18



Crossword

**Activity type: Individual/
Knowledge Test**

Complete the following crossword, using the clues below. Remember each answer has a link with an emergency procedure in the event of an accident.



1. The amount/quantity of something (6 letters)
2. What a crash helmet would do for your head (7)
3. When you give aid to someone (4)
4. When something happens suddenly and unexpectedly and results in immediate action being required (9)
5. The state some people get into when they don't know what to do and become agitated and unable to help (5)
6. The hurt, cut, bruise etc that you receive in an accident (6)
7. The opposite of when the sea is rough or remaining in control (4)
8. What a car can do to your body (4)
9. The name given to the victim of an accident who is hurt (8)

No. 19



Acronym

**Activity type: Individual or Teams/
Word Games**

Devise acronyms to help remember important messages such as P.A.N.I.C. For example, if you saw a lost youngster wandering about, or if someone was being bullied, you could use A.I.D. for:

Assess the situation

Inform someone responsible

Decide if you can help personally

Suggestions you could use: C A R

BIKE

DANGER

No. 20

**Role Play****Activity type: Groups/Drama**

Choose one from this list of road accidents:

- a child running into the road and getting run over by a lorry
- a cyclist turning right at a junction, knocked down by a car.

In groups, make up a story about your incident and act it out. After each 'performance' the whole group has to discuss what actions caused the crashes, whose fault the crash was, and whether it could have been avoided.

No. 21

**Act Out****Activity type: Teams/Drama**

Choose one from this list of potentially dangerous actions that could result in a road crash:

- A driver holding a mobile phone and talking whilst driving on a motorway.
- A young driver driving along twisty country lanes with a lively puppy jumping around the back seat.
- A bus driver in a busy street, with lots of traffic and lots of pedestrians crossing the road. In the bus a group of teenagers 'messaging about', laughing, playing a loud stereo and throwing things at each other.

In two's or three's act out the events leading up to where each of the characters could put themselves in/or be in danger.

Take it in turns to discuss afterwards how dangerous distractions can be.

No. 22

**Scenarios****Activity type: Teams/Drama**

Choose a scenario from the listed suggestions in the previous two sections and relate the events leading up to and involving the crash.

Role play the scenario taking the point of view of all involved: victim(s), culprit(s), witness(es).

Try and make each case as convincing as possible giving possible excuses and reasons for each person's actions.

No. 23



Before and After

Activity type: Individual or Teams/Written or Discussion

Describe the before and after scenes (on activity sheet 13):

Make sure you consider why the crash happened and who was responsible.

How could events have been different?

No. 24



Witnessing a Crash

Activity type: Individual/ Written

Imagine you have witnessed the road crash in the picture sequence (on activity sheet 14.) The police came to take your statement. Write down, making sure that each 'statement' contains the correct information using the following checklist:

1. Where you were to see the events
2. Time of day
3. Weather conditions
4. Events leading to incident
5. Who was involved
6. Who else saw the incident
7. Who called emergency services
8. What happened after event
9. Who helped casualties
10. Give a calm description, adding any other information which you think would help.

No. 25



Newspaper Report

Activity type: Group/ Discussion

Read the following newspaper report:

Encourage group discussions about the possible consequences (emotional and financial) to the victim, the culprit, their families and the futures of all concerned.

"Jack McKenzie aged 17, was seriously injured in a car crash last night. He was on his way to take his younger sister to ballet classes. She is in intensive care, having lost her leg, after being cut free from the wrecked car.

Their parents are at their bedside in a state of shock..."

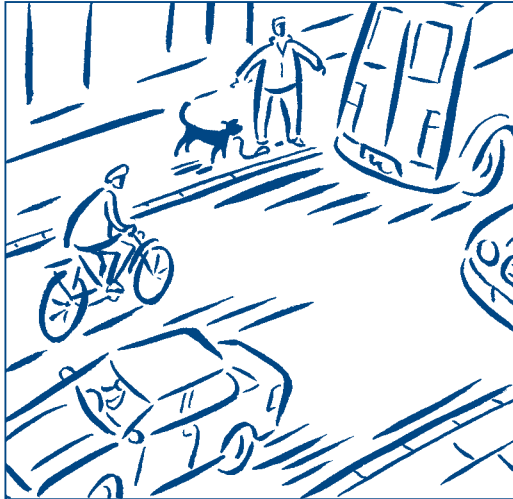


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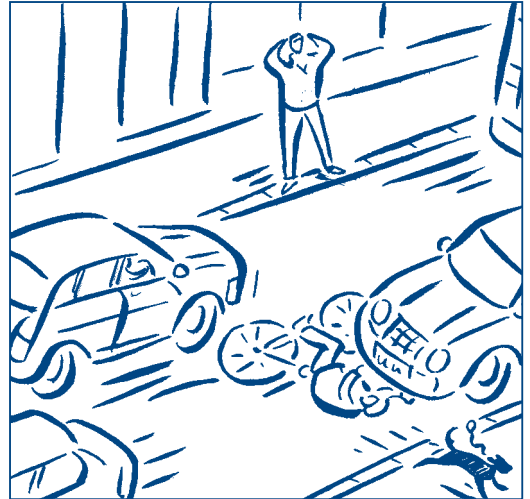
No. 23

Before and After Scenes

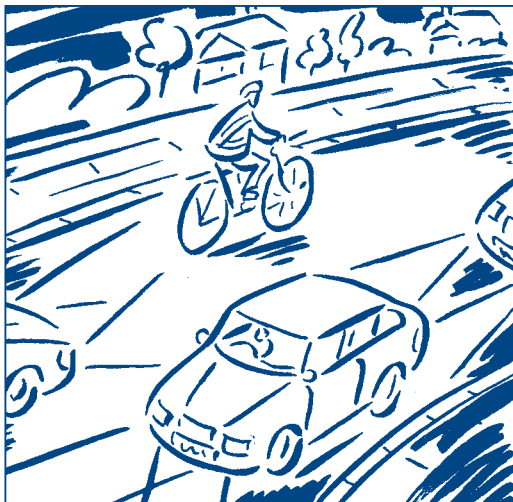
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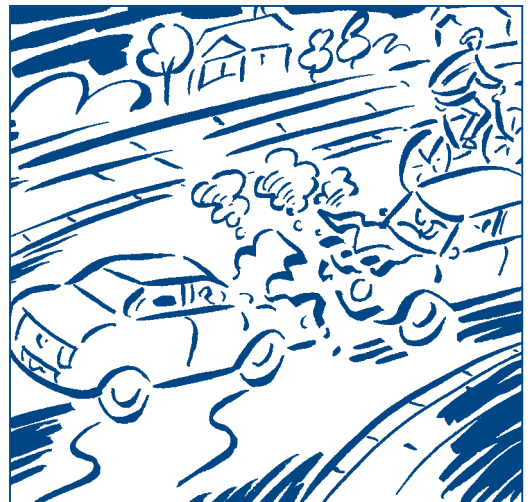
AFTER



BEFORE



AFTER



BEFORE

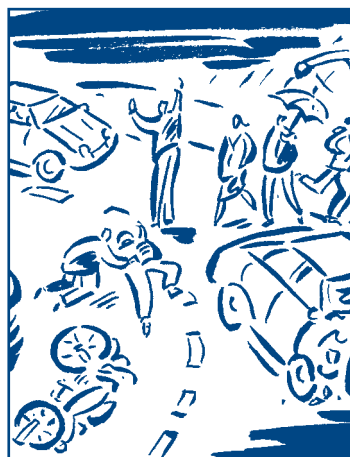
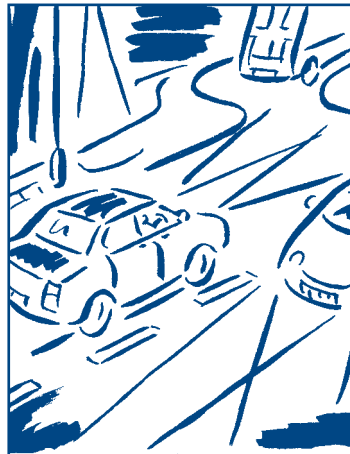
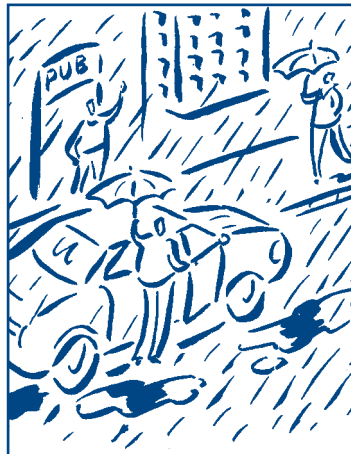


AFTER



No. 24

Witnessing a Crash





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