



Road Safety  
SCOTLAND

# ROADWAYS

Road Safety Resource  
for youth groups



Section Three

**SAFER ROUTE PLANNING**

**Safer Crossing Places****Pelican Crossing**

Traffic light designed to help pedestrians cross safely. A Red man/Green man signal lets pedestrians know when it is safe to cross.

**Puffin Crossing**

Like a Pelican crossing, but contains special technology to make sure pedestrians have had enough time to cross the road before allowing traffic to carry on.

**Toucan Crossing**

Similar to a Pelican crossing, a Toucan allows cyclists and pedestrians to cross the road together, (at points where shared use cycling and pedestrian routes cross roads).

**Zebra Crossing**

Traffic must give way to pedestrians on a Zebra crossing once they have stepped on to the crossing. Make sure all traffic has stopped before you step on to the crossing.

**Subway**

A path going under the road, totally separate from traffic.

**Footbridge**

A path on a bridge going above the road - again separating people and traffic.

**Pedestrian Refuge (Traffic Island)**

An island in the middle of the road, allowing you to cross busy roads - one half at a time.

**Traffic Lights**

Some traffic lights have a special pedestrian signal, which works like a Pelican crossing. Where there is no pedestrian signal, watch carefully and cross when traffic has stopped but keep looking and checking for traffic turning the corner.

**School Crossing Patrol (Lollipop)**

These are provided to help children travel safely to school. Always follow their instructions and cross in front of them.



**Different Modes of Transport****Walking**

Healthy, "green" and cheap, but only good for journeys up to around 2 miles.

**Cycling**

Healthy, "green" and cheap, good for journeys up to around 5 miles.

**Bus**

"Green", relatively cheap and good for journeys over a mile.

**Train**

"Green", relatively cheap and good for medium to long journeys; not all destinations have a local train station.

**Tram**

"Green", relatively cheap and good for journeys over a mile, but not many areas have them.

**Underground Train**

"Green", relatively cheap and good for journeys over a mile in urban areas, but not many areas have them.

**Taxi**

Costly but good for journeys of a few miles. You must remember to wear your seat belt.

**Minibus**

Good for organised trips with a club or school. You must remember to wear your seat belt if they are fitted.

**Car**

Good if there are a few people who all want to travel together and for longer journeys. Again, you must remember to wear your seat belt.



Maps and Map Reading

It is useful to have as many different types of maps of your local area as you can:

**Tourist Maps** - these are usually town plans, and may show things which are not shown on other maps such as the location of cinemas, theatres, leisure centres, even specific shops who have sponsored production of the map.

**Street Maps** - such as the A-Z series, which cover urban areas, or a street atlas covering a county. These usually show a lot of useful information, including the locations of schools, hospitals, police stations, tourist information centres etc.

**Bus Company timetables** - these sometimes have a map of the area showing bus routes and bus stations.

**Train, Tram & Underground Maps** - useful to have for planning your journeys.

Planning Your Journey

To plan properly, you need to use a map. To choose which type of map you need for each journey, consider the points below:

**Do you know the area?** - You may be able to use your local knowledge, and so need less detail on your map.

**Differences in scale** - what advantages and disadvantages do different scales of map have for planning different types of journey. A journey from Thurso to Fort William will need a different scale to a journey from one side of a town to the other.

**Physical size and format of the map** - a large sheet map might be good for planning a journey but might prove difficult to refer to as you travel along, when the same map in book form might be easier.

**Purpose which the map is needed for** - a map from the bus company might be good when planning a bus journey, but of little use when planning other journeys, as it may only show bus routes.

**Useful information not shown on the map** - this changes from map to map, but usually has most of the information useful in planning a safer route such as where you can find pedestrian crossings, traffic islands, telephone boxes, pedestrian subways and footbridges, bus stops, well lit areas, etc. In rural areas try to choose routes with pavements rather than those without.

Information not shown on the map can sometimes be guessed from the information that is shown - examples of this might include:

Wide roads are usually busier/faster than narrow roads; "A" class roads are usually busier/faster than "B" roads; roads around an industrial estate are likely to have more lorries; roads around railway stations are likely to be busy in the morning, roads in residential areas are more likely to have parked cars etc.

**Hazards in the Road Environment**

No road environment is completely safe - all are full of dangers and hazards. We need to be aware of all these and reduce the risk of a crash.

**Permanent Hazards** - bends, junctions, brows of hills, factory entrances, poor road surfaces, bad signs, schools, old folks homes, etc.

**Temporary Hazards** - these can be more dangerous as often they are unexpected. For example:

- Roadworks can block footpaths, reduce width of roads, and cause queues.
- Busy traffic can lead to drivers losing tempers and pedestrians having difficulty crossing roads.
- Crashes cause road blocks, distractions, etc.
- Slow moving traffic can cause queues and short tempers.
- Weather can be a hazard to both pedestrian and drivers:

	Hazard to Pedestrian	Hazard to Driver
Sun	can dazzle/cause mistakes, restrict view	dazzle/change windscreen
Rain	slippery surface, umbrellas/restricts view	slippery roads, misty
Snow	slippery paths, affects movement	black ice, freezing windscreen
Wind	blowover/restricts view	crosswinds blow over vehicles

- Driver behaviour can be affected by drugs, drink, smoking cigarettes, using mobile phones, tiredness, carelessness, being distracted, or even road rage.
- Pedestrians can be inexperienced, show off, take unnecessary risks, be distracted, be on drugs, drink, or even just tired.

**Personal Safety**

Apart from dangers from the road environment, traffic and other road users, you should be aware of other key safety points:

- Appear confident, know where you are going
- Plan your journey - where/when your bus/train leaves, or the safest cycle route
- Use safer crossing places
- Travel where there are other people
- Avoid poorly-lit places
- Do not accept lifts from strangers
- Use only taxis, mini-cabs or accept lifts from people you know well and trust
- Avoid giving personal details about yourself when on the move
- Be aware of pickpockets, keep bags to front, closed and facing towards you
- Carry a personal alarm
- Don't ignore others in trouble - raise the alarm.

REMEMBER, if there is a problem, protect yourself first. Property can be replaced, you can't! Scream, shout, make a noise and run to the nearest busy, well-lit place.



No. 1

**Local Expedition****Activity type: Groups/  
Outside**

Your leader can organise groups (each with a trained adult) to go on a local expedition. Each of you should take a notepad or clipboard to note down all you see. From the collected information you can then make charts to show your findings.

You are going to try and discover as much as possible about safer crossing places.

**Investigate the following:**

- Types of crossing
- Where they are?
- How many?
- Who uses the crossings?

**Judge on a scale of 1 to 10 which are safer for the pedestrian with:**

- 1) Being the safest
- 10) Being the least safe

No. 2

**Missing Words****Activity type: Individual/  
Knowledge Test**

Look at all the sentences below:

Fill in the appropriate missing words. They are all linked to crossing the road safely. You could make it more difficult by putting a time limit on the exercise.

1. You can cross at a ..... crossing if all the traffic has stopped and the green man is showing.
2. Do not cross on the zig zag lines at the side of a ..... crossing - only on the black and white stripes.
3. An ..... in the middle of the road helps you cross the road in two stages.
4. Always cross in front of a school crossing .....
5. .... are safe crossings that go under the road away from traffic.
6. Another safe way to cross the road is to use a ....., which takes pedestrians up over the traffic.



No. 3



Word Search

Activity type: Individual or Teams/Observation Skills

On your own, or in pairs, find the words hidden in the puzzle below:

- Pelican
- Toucan
- Zebra
- Footbridge
- Traffic island
- Subway
- Pavement
- Path
- Stop
- Look
- Listen
- Kerb

B	R	I	D	H	X	R	Y	Z	Q	G	H	B
L	Z	S	G	S	L	F	J	E	S	Y	T	A
P	A	T	H	B	O	M	I	B	E	X	K	G
A	N	O	R	E	F	P	L	R	P	S	P	D
V	T	P	W	T	O	U	C	A	N	W	E	T
E	F	M	P	N	O	X	A	L	I	A	L	O
M	S	Y	H	Q	T	K	J	A	P	O	I	S
E	K	S	S	U	B	W	A	Y	H	Q	C	R
N	S	I	X	M	R	Z	O	B	U	F	A	L
T	R	A	F	F	I	C	I	S	L	A	N	D
L	R	P	O	C	D	S	E	V	O	I	N	T
J	U	F	V	A	G	F	S	E	O	P	O	R
A	L	I	S	T	E	N	B	R	K	E	R	B

No. 4



Word Game

Activity type: Teams/ Language Skills

Set a timed competition between the members in your group. You have to make as many smaller words as possible from the given words below:

- TRAFFIC ISLAND
- PELICAN CROSSING
- FOOTBRIDGE
- SUBWAY
- SCHOOL CROSSING PATROL

If the game is longer and you can use a dictionary or computer, you could produce lists in their hundreds!



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No. 5

**Black Spots****Activity type: Group/  
Judgement Skills**

After your visit (walk around the area as suggested in Section Three) discuss all the hazards found. Remind yourselves of possible, permanent or temporary hazards as given in the Factsheets.

Using a map of the area, mark all the hazards with a black spot. You should be able to highlight possible accident blackspots where many hazards are located.

No. 6

**Spot the Hazards****Activity type: Individual/  
Judgement Skills**

Using the given picture (activity sheet 4), see how many possible hazards or possible causes of accidents can be found. (There should be 15 at least.)

No. 7

**Board Game****Activity type: Groups/  
Innovative Skills**

In groups of three or four you can invent your own snakes and ladders game.

The snakes are to be different hazards found on a journey.

The long snakes should be permanent hazards such as bends, junctions, brows of hill etc.

The short snakes should be temporary hazards such as roadworks, loose chippings, and slippery roads.

The ladders should be safer crossing places.

No. 8

**Write a Poem****Activity type: Individual/  
Creative Skills**

Everyone in your group should write and draw their own funny poem about a dangerous trip making sure they use at least 5 different types of hazard in their verses. Try to use as many new words/sounds as possible to make it sound dangerous, but make sure it has a happy ending! You could draw a cartoon to show this.

Have a competition at the end to see whose is the most original.







No. 9

**Stepping Stones****Activity type: Group/  
Team Building Skills**

Take a number of sheets of paper - these will be your "stepping stones". Then write down on one side of each sheet, something that would help or hinder you on a journey.

(Make sure that you write with something that does not show through to the other side of the sheet of paper!) Now place the sheets of paper face down on the floor, so that they form stepping stone routes from one end of the hall to the other.

Make sure that the routes cross over each other, so that you can change direction. The game is to take it in turns to try to find a route across the room without encountering any hazards. As you step onto each "stone" turn the paper over to see if it has a 'hazard' written underneath or something helpful. Then lie the paper back, face down, on the floor.

Like with "snakes and ladders", each hazard either sends you all the way back to the start or puts you back a few steps. Each helpful item advances you further on your journey.

Take it in turns to step forward, and try to remember where the hazards were to avoid stepping on them twice!

**Things which might appear on your stones:****Helps**

Pelican crossing

Bus Pass

Bus arrives on time

Cycle helmet

Traffic island

Use the green cross code

Subway

School crossing Patrol (lollipop)

Footbridge

Got money for a phone call

Found a safer route

Lights on bike

**Hazards**

Lost bus fare

Lost house keys

Defective brakes on bike

No lights on bike

Took dangerous short cut

No money to phone home

Ran across road

Arrived late at bus stop - missed bus

Bicycle gets puncture

Pavement closed, forgot to plan route

Badly chosen route - for example a busy road to cross

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No. 10



Plan a Journey

Activity type: Teams/  
Judgemental Skills

Your task is to plan a journey using a local map and your knowledge of the locality for:

- (a) A young five year old boy, with his dad, from home to the school.  
It's a cold, snowy winter day and they are walking.
- (b) A youngster of eleven years of age, going to his new school.  
It's a windy autumn morning and he is cycling.
- (c) Two teenagers going from home, first to a local burger bar, then to a cinema.  
It's a summer's evening and they are taking the bus.
- (d) A mum going from home to the local supermarket with her young baby.  
It's a wet March lunchtime and she is travelling by car.
- (e) An exhausted factory worker going home from work by car.  
It's a dark rainy evening rush hour.

On all the above journeys make sure you are taking into account all the potential hazards, permanent and temporary that could be encountered on their journeys, and how they should be prepared for or avoided.

Remember - the shortest journey may not always be the safest. Plan with care.





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