

Road Safety Step by Step

An **a2bsafely.com** guide
for students and parents



Stop, think, look and listen

As a parent or carer you are your son/daughter's teacher and travelling companion. Use this step-by-step guide with the Tracker pages from **a2bsafely.com**. This will help you to teach road safety and assess the progress of your student. Follow these simple rules.

The student:

- **stops** at the point when a decision has to be taken;
- **thinks** about where he/she is and what the surroundings are;
- **looks** in all directions and wears clothes that do not restrict vision;
- **listens** for traffic noise.

Leaving the house

The student:

- wears something light or bright;
- leaves a message before setting off;
- takes money if necessary;
- has a mobile phone;
- removes earphones so that traffic can be heard;
- puts any loose items into a bag or a pocket.



Walking on the pavement

The student:

- identifies the road, the pavement and the kerb;
- walks on the inside of the pavement;
- walks with his/her head up and without bumping into anyone;
- can tell who uses pavements and roads;



- identifies driveways and entrances, and knows that vehicles may cross at that point;

- checks at driveways and entrances for vehicles, and stops when necessary;
- STOPS, looks around, double checking behind before stepping off the pavement to avoid obstacles;
- judges when an obstacle can be passed without getting off the pavement;



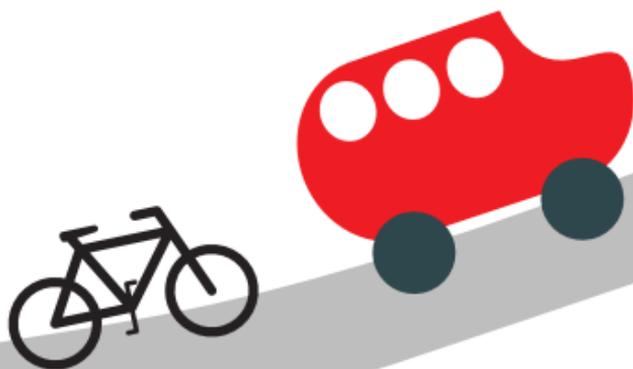
- identifies common obstructions on the pavement, e.g. a dustbin.

Traffic

The student:

- identifies common types of traffic;
- can tell when a vehicle is moving, stopped or parked;
- identifies fronts and backs of vehicles;
- can tell when a vehicle is coming towards/going away from him/her;
can tell when a vehicle is moving forward or reversing;
- can distinguish between: fast/slow; near/far; large/small; loud/quiet;
getting louder/getting quieter;
busy/quiet;

- knows that a bicycle makes very little noise, and can explain why this might be dangerous;
- recognises the noise of emergency sirens;
- recognises: a) the sound of a reversing lorry; and b) the reversing light of a car.



Crossing at the green man

The student:

- understands that the crossing is **ONLY SAFE** if used correctly;
- stops on the pavement near the kerb;
- does not cross when the red man is showing;
- presses the **STOP** button and waits for the green man;



- checks that the traffic has stopped when the green man appears, **BEFORE** starting to cross;

- walks straight across when the green man is showing;
- keeps walking if the green man starts to flash whilst crossing;
- does NOT start to cross when the green man is flashing;
- repeats the above procedure when crossing on dual carriageways/wide roads, taking care to STOP on the pedestrian island.

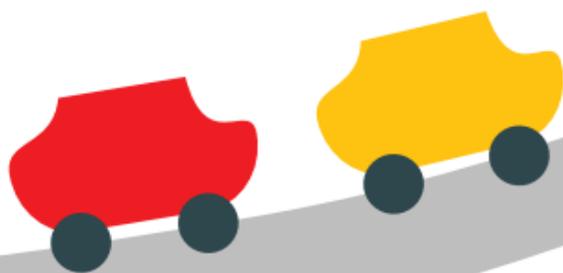
Crossing between parked cars

The student:

- knows that, where possible, he/she does NOT cross between parked cars;
- knows that, where possible there may be occasions where there is no alternative;
- can recognise a parked car as opposed to one that is stopped, e.g. at traffic lights;
- can tell if a parked car is about to move off by checking the driver's seat and listening for engine noise;



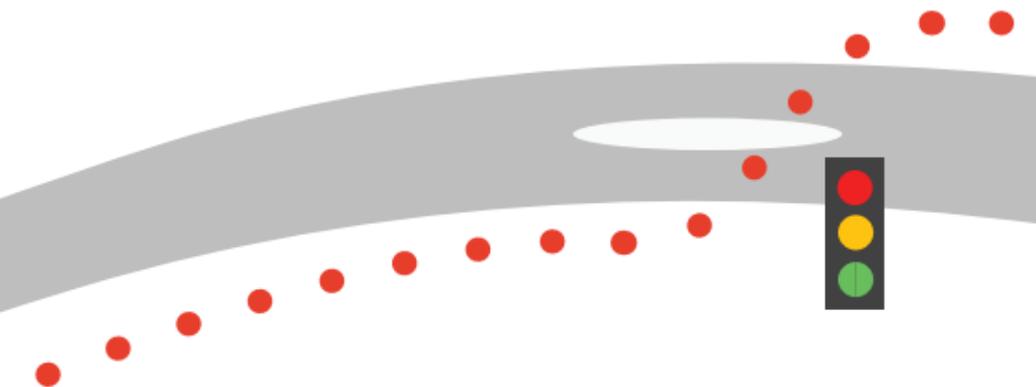
- knows that a parked car may first reverse to get out of the parking space;
- knows to stand at the outside edge of the parked vehicles;
- checks that parked cars on the other side of the street are not about to move off;
- crosses using the basic crossing procedure.



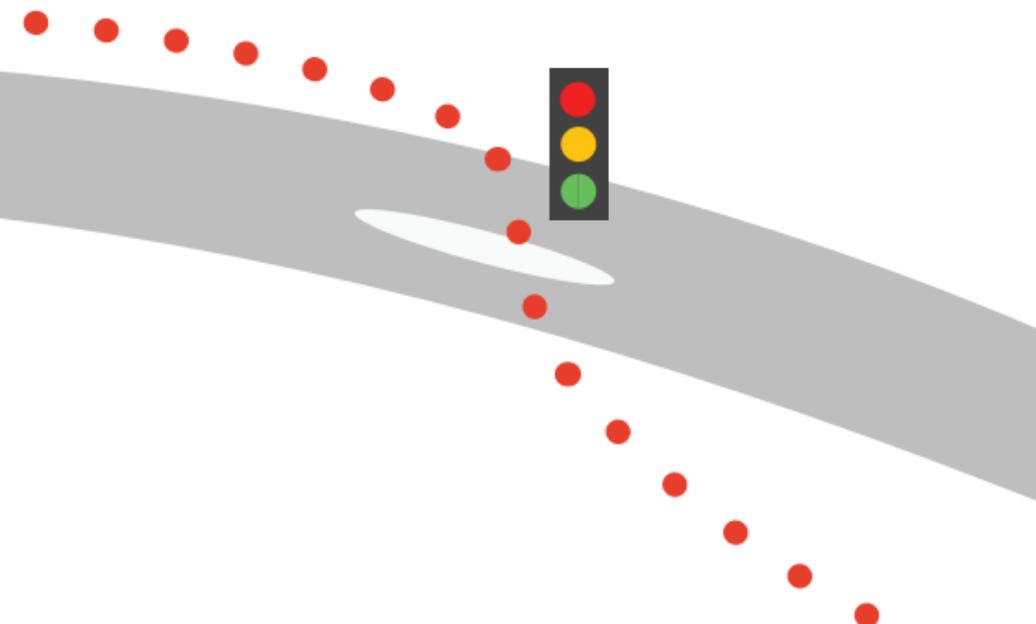
Pedestrian islands

The student:

- recognises that the road is divided into two sections;
- identifies the direction of the flow of traffic in each direction;
- knows where to stand on the pavement initially and then on the island;



- checks for traffic coming and waits until it is safe to cross to the island;
- stands on the island and checks for traffic;
- crosses when it is safe to do so;
- steps onto the pavement on the other side.



Crossing a quiet street or road

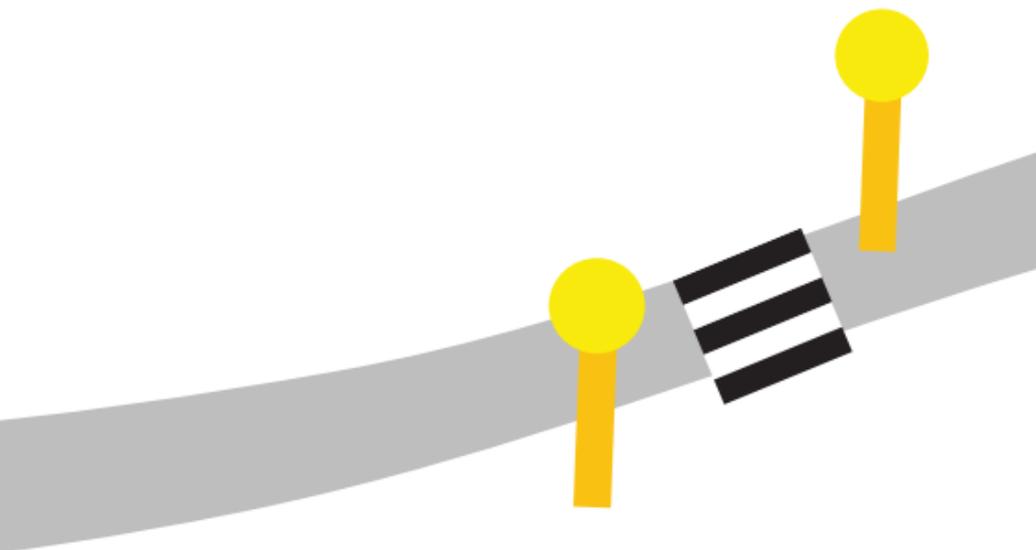
The student:

- knows the dangers of crossing near corners or brows of hills;
- chooses a safe place to cross;
- stops near the kerb, stands and waits;
- looks all around for traffic and listens;
- makes the decision that it is safe to cross;
- walks straight across the road;
- steps onto the pavement on the other side.

Using other crossing places

The student:

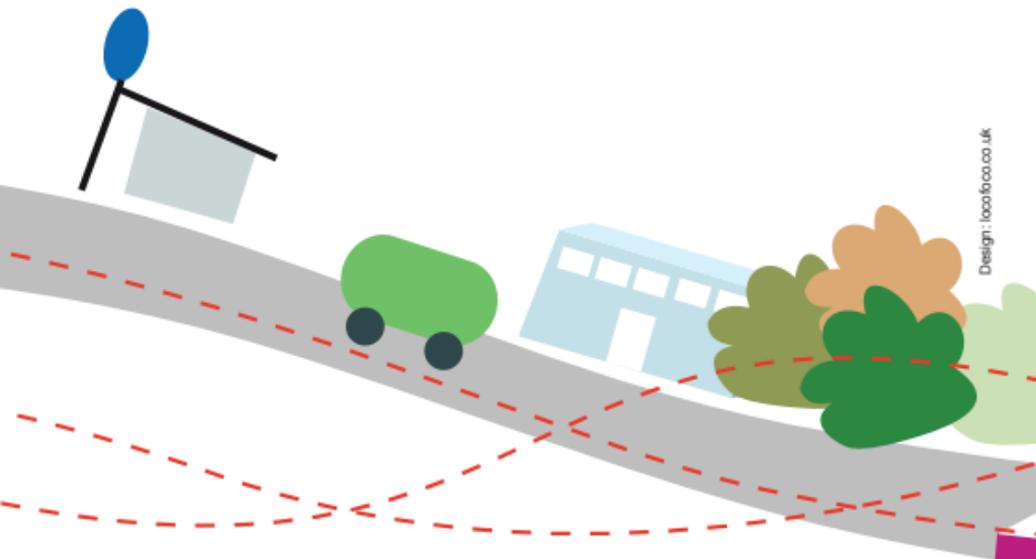
- can recognise a zebra crossing;
- can identify a footbridge and underpass;
- knows why they are there;
- understands the support given by the lollipop person.





Road Safety
SCOTLAND

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