

What To Do In Road Traffic – in Denmark

Road Safety for Foreign Language
Children Aged 4-7



Materialet er blevet til i et samarbejde mellem Hørel for Storre Færdseisikkerhed og Dansk Rode Kors.

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Oversættelserne: Erlingvunas Sprog Bøjeing A/S

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Name: _____

Age: _____





How To Use The Material for 4-7-Year Olds

Each centre has received a ring binder containing drawings and the appurtenant text pages in the languages required. We have aimed at producing material easy-to-use - also for the centre staff not used to teaching road safety, and the material is fairly simple to adapt to several language groups.

The particular instructor will choose the text page(s) suitable for her pupils, and after that she will copy the number of sheets needed by her for her instruction. It would be a good idea to provide files for the pupils into which they may insert their sheets as they receive them.

The page showing the road safety situations drawn is joint material for all languages. A text page goes with this basic drawing. The text page and the appurtenant drawing are marked with the same figure at the upper right hand corner.

The front page drawing has been printed on a transparent film. It may be put on the particular language page in the copying. The front page will thus be given both text and drawing.

It may prove an advantage for the instructor to make the drawing page as an overhead film - as it is easier to talk about a situation when everyone's attention is focusing on the same sheet, and you can actually point. It would also be a good idea to make the cutting figures on an overhead film and cut them out - you may then together talk of where to place the people/road users.

Talk and Activity

The text consists of two sections: One bearing the heading: "Talk and Activity", and one being a very brief explanation of the drawing: "For The Picture Page". The former addresses the instructor and the parents of the children. This section contains important Talk and Training suggestions for follow-up on this subject.





To The Instructor and The Parents

Danish Red Cross and The Danish Road Safety Council have jointly developed material for road safety instruction for foreign language people in Denmark

This material targets the 4-7-year olds.

This material has been built up on some subjects to an increasing degree of difficulty.

Road safety training begins and ends in real life. TOGETHER WITH AN ADULT. Smaller children cannot translate theoretical knowledge into specific action on the road so the material cannot "stand alone".

The subjects are thus proposals for road safety training out there in the actual road traffic with practical activities. Talk and training proposals are under the heading of "Talk and Activity".

Children learn by copying adults. So you, as an adult, should always serve as a good model.

When you walk together, it would thus be a good idea to practise like this:

- 1) Explain to the children what to do, and why
- 2) Use simple words, and take your time. Make sure that the children do understand you
- 3) Show the children how to manage the various actions by doing the exercises together with them
- 4) Let the children try for themselves, and show you how - either by carrying out the manoeuvre themselves, or by their "leading" you
- 5) It is always the adult who is responsible for safety so be aware, ready to take action!
- 6) Let the things practised by you turn into good habits when you walk in the road traffic!



Talk and Activity

The children should learn to know the difference between areas where they may be, and those where they should not be. They should be able to recognise a pavement, a road, a bicycle track, and a play area. And they should be able to place the various road users in the right places. Talk to the children about the picture. Particularly on the concepts of: Motorist, cyclist, pedestrian, and road user.

Ask them to colour the kerb, telling them that it is the "stop limit" where you should always stop, waiting for the adults whom they are with to permit them to go on.

Take the children into the road traffic, and talk to them about the various areas, and for whom the areas are intended.

For The Picture Page

Where should they be?

Where should the motorist be?

Where should the cyclist be?

Where should the child playing ball be?

Where should pedestrians be?

Cut out road users and glue them on to the right place.

Colour the picture.





Talk and Activity

The children should learn that they should always walk as far away from the carriageway as possible - that they should walk on the right side of that of the adult.

Talk about the concepts: On, next to, innermost and outermost, in front and behind.

Let a piece a string/a cord be the pavement, and let the children have a concrete experience of what it means to be in front, behind, next to, innermost and outermost. Ask, for instance: Where are you now, in relation to...? When you move about in the road traffic, it will be important to ask over and over again about what they have learned.

It may be pretty hard for them to remember that they should always stop at the kerb. Especially if the children are busy playing and catch sight of something exciting on the carriageway. Training in stopping abruptly though they may be busy doing something else may be given by way of stop games.

Game 1: This may be an ordinary catch game, marking a stop line (kerb) in some way visible, for instance using a piece of string/cord, coloured tape or chalk line. At the stop line, the catcher and those hunted should stop altogether before they move on. If they do not manage to do so in time, they are out of the game.

Game 2: All the children move round; at a specific signal (whistling, clapping, shouting or the like), they should all stand perfectly still. If you move, you are out of the game for a while.

For The Picture Page

Where To Go?

Cut out the children and the adults, and glue them on to the picture so that they walk properly on the pavement.

Colour the picture in some smashing colours. Do remember to colour the kerb in a colour making it highly visible. By the way, what is it now that the kerb means?



Talk and Activity

The situation in which there is no pavement for pedestrians should also be known to the children. They should learn that they should walk at the side where they can actually see the car headlights. Or where the cars are coming towards them.

Talk about the concepts of towards and away from.

Do some exercises, coming towards each other, and walking away from each other. Let the children place the people on the drawing.

For The Picture Page

Where To Walk On A Road Without A Pavement?

Glue pedestrians and the motorist properly on to the drawing. They should walk at the right side so that the cars will be moving towards them. Does the child walk on the right side of the adult? Add some smashing colours to the picture.





Talk and Activity

Let the children draw a road on a big piece of cardboard. Find various road users in weeklies and similar, or draw them yourself and glue them on to the drawing. Discuss the positioning of the various road users when you are having a walk.

For The Picture Page

Where Should They Be?

Colour all road users on the preceding page, cut them out, and glue them on to the large drawing at the right places. Also colour the whole drawing.





Talk and Activity

Let the children have a look at the picture, and talk to them about the various road users. The children may, for instance, take up various positions: " You are now walking next to the man with the dog, or you are now standing next to the mother with the boy", etc. The idea of this exercise is to take a proper view of the other road users from changing positions. Drawing a figure representing the child may ease the abstraction of it a little.

Which way will the moped go when you are ...? Is it moving away from you? Or is it coming towards you? Is it far from you, or close to you? Are the road users old or young? Etc.

Take the children into the road traffic and let them take a view of distance, direction, and rate of speed. Talk to them about bicycles, cars, mopeds, and the rates of speed of other road users.

The concepts of far from, close to, towards, away from, quick and slow should be exercised in practice.

It is hard, indeed, for the children to take a view of distance and speed - but these are musts for crossing a carriageway. So it is important that you practise a lot when moving about together with the child in the road traffic.

Note: Children at this age may not move about on their own.

For The Picture Page

Watch Other Road Users

Draw a small drawing of yourself, cut it out, and put it loosely round the drawing. Are the other road users far from you, or close? Are they moving away from you, or towards you?





Talk and Activity

Talk to the children about how to cross the road:

- Stop by the kerb
- Look in both directions several times
- Wait until there are no vehicles coming towards you (the road is clear)
- Walk straight across the road.

Let the children draw the route which the nearest people should walk to move over to the other people on the opposite pavement. The children should measure how far it is if the boy walks straight across the road (road width). Then they should measure how far it is if they walk diagonally across the road.

Explain to the children that if you need to walk a longer distance out on the road, it will also mean that it will take longer. And so the chances are higher that a car will be coming while you are on the road. This is why you should walk straight across the carriageway, and not walk too slowly. Take the children into the road traffic, and let them take a view of when you may walk across in a considerable number of situations.

Important Concepts: Wait, stop, the road is clear, eye contact, walking straight across.

For The Picture Page

Walking Properly Across A Road

Name the things to remember when crossing the road.



Talk and Activity

The children should learn that the pedestrian crossing, if any, should be used, and they should know the sign for this. Wheeled traffic should give way to pedestrians when they are in the pedestrian crossing! But it is the duty of pedestrians to make sure that the wheeled traffic will have ample time to stop before they walk on to the carriageway. And children do find it hard to take a view of road traffic in respect of distance and speed. So they should practise these views a lot.

The rules of crossing at a pedestrian crossing are the same as when you cross the road where there is no pedestrian crossing:

- Always stop by the kerb
- Look in both directions several times
- Wait until there is no wheeled traffic on its way towards the pedestrian crossing
- Walk straight across, and stay in the pedestrian crossing all the way

Training in crossing the road is, of course, practised through practical exercises.

For The Picture Page

Walking Properly Across The Pedestrian Crossing

Cut out the small slip with the heads. This should be done most accurately. Also cut along the broken line, at each side of the head of the pedestrian. If you put the slip into the cut lines, the pedestrian may now look in both directions.



Talk and Activity

Talk to the children about traffic lights. Take them to see some crossings controlled by traffic lights, and talk to them about the red light meaning stop and being always at the top of the lights (the man standing), and that the green light means: Go and will always be at the bottom of the lights (the man walking).

If the lights change while they are walking across, they should continue in the direction. It is time-consuming to have regrets on the way - and so much more dangerous than moving on.

It is important that they learn to book in both directions several times even though the green light may be on. For other road users may have overlooked that the red light is on for them.

When arriving at a crossing controlled by traffic lights, you must always wait for the green light to come on - also if the green light is on when you get there. For the green light may have been on for so long that you cannot make it to the other side in time.

Important Concepts: Top, bottom, walk, stand

For The Picture Page

Traffic Lights in Pedestrian Crossing

On the page there are two pictures resembling each other completely. One traffic light is to be painted red - the other is to be painted green. After that, they should be glued on so that they will follow the light. Colour the pictures.





Talk and Activity

The children are too small to see over parked cars, and the wheeled traffic coming cannot see the children, either, unless they stand right out by the edge of the parked cars.

So they should learn

- that they should not stop until they are at the kerb
- that they should then move on cautiously up to the wheel which is farthest out on the road
- that they should lean forward cautiously and look in both directions several times
- that they may not cross until they are sure that no wheeled traffic is coming.

Important Concepts: In between, round

For The Picture Page

Walking across the street among parked cars

Cut out the flip and act as on page 8.





Talk and Activity

In road crossings, the children find it hard to take a proper view of the road traffic for wheeled traffic may come from four different directions. They take a long time to look ahead in all four directions, and in the meantime new wheeled road users may have come.

So the children should learn

- to take a view of from which directions turning cars may come
- to look ahead in all four directions before crossing the carriageway
- that they should always make a straight crossing - never moving from one corner to the other.

Let the children draw up the proper route on the drawing.

For The Picture Page

Crossing at a Road Crossing

The person at the bottom corner is crossing over to his pal at the opposite corner. How should he walk across? What should he remember? Draw up the right route and colour the picture in some smashing colours.





Talk and Activity

It may be hard for children to imagine that they are "invisible" in the road traffic when it is dark. For they can actually see themselves and the other road users. So they should be made to understand the effect which light and reflexes have in the dark. Do, for instance, practise some exercises in a dark room, giving the children reflector tapes or tabs. One or several of the children are given torches, and those having the torches are to try to find those having the reflexes. You could also play the well-known catch games in a dark room, giving everybody reflexes, and the "catcher" will have a torch. Talk to the children about how much it means that they will all make themselves visible.

For The Picture Page

Moving In The Dark

Help the cyclist and the persons to be seen. Put on the bicycle lamps and the reflexes so that they are in the right position. And also remember the reflexes yourself. Reflexes are to be placed low, and where they move the most when you move. Like at knee height or on footwear. Preferably both in front and at the back.



Talk and Activity

The children should learn

- that they always get out of the car at the side where the pavement or the ditch is - never at the side where the road is
- that they should first look through the rear window to see if anyone is coming, walking or bicycling
- that they should then open the door ajar to make sure one more time that the carriageway is actually clear before they may get out completely.

Important Concepts: In, out, in, close, open

For The Picture Page

Getting Out Of The Car In The Right Way

Try to cut out the two small pictures, and put them on the drawing. At which side should you always get out?

What should you remember before you open the door?



Talk and Activity

Sometimes, the bus stop is right off a bicycle track. It is the cyclist who should give way to those alighting - but this is certainly not always done. So the children should learn

- to be extra cautious when alighting from the bus
- to look in both directions before they step on to the carriageway.

If they are crossing the road immediately after alighting, they should learn

- that they should wait to cross the carriageway until the bus has left for the bus will block their view so that they cannot take a view of the road traffic.

For The Picture Page

Alighting Properly From The Bus

Consider which exit you want to use, and glue it on to the drawing. Also glue on the pupil who is crossing the road. Colour the picture in some smashing colours.



Talk and Activity

Children in this age group may not bicycle alone in the road traffic - but it would be a good idea to start the training so that it will become a routine for the children to steer, keep their balance, position themselves right, keep an eye on the road traffic, etc. **AT THE SAME TIME.** It is one thing to be able to manoeuvre your bike - another to be able to handle both your bike and the road traffic.

This may be achieved through a considerable number of manoeuvring exercises; you may, for instance, set up slalom tracks using cones/pins, make balance tracks using strings/cords and chalk, let-go-of-the-handlebars exercises with catch/tag games, etc.

They should also know what the bicycle should have. A lawful bicycle should have either a rear wheel coaster brake or two independent brakes (hand brakes), a bell, at least one red reflex facing backwards, yellow reflexes on the pedals visible from behind, an approved lock, and in the lighting-up time there should be a headlamp with white light and a rear lamp with red light. The lamps should be visible at a distance of 150 metres.

The bicycle must fit the child, that is that it should be able to sit the saddle and reach the ground with both feet.

And finally it is an important habit that the children regard a bicycle helmet and the art of bicycling as inseparable concepts.

For The Picture Page

A Bicycle Should Have The Following

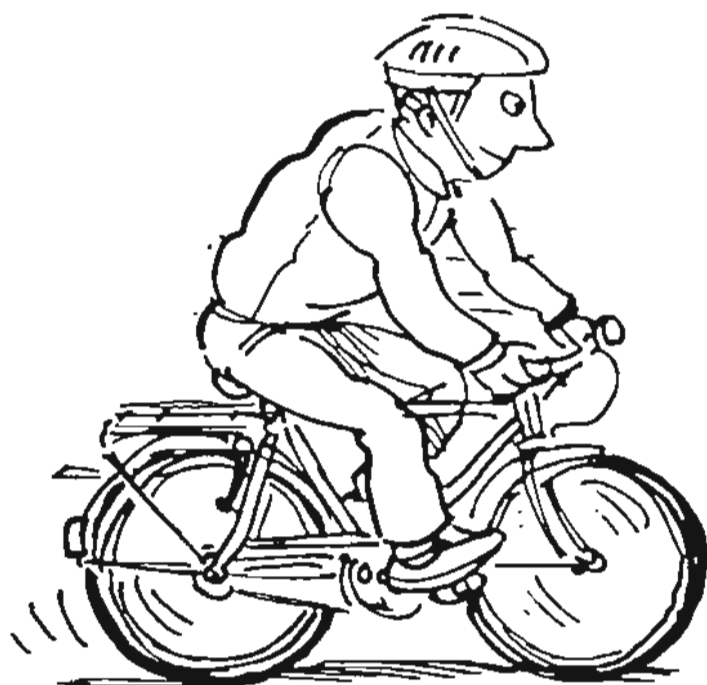
Round the cyclist it has all been drawn - all that there should be on a bicycle. What is all that which has been drawn, and why should the bicycle carry all this?

Put arrows from the bicycle to the lock, the brack, the lamps, the reflexes, and the bell so that all these things will all be in the right place for them.

What To Do In Road Traffic

– *in Denmark, 2*

Road Safety for Foreign Language
Children Aged 7-14



Materialet er blevet til i et samarbejde mellem Rådet for Større Færdselssikkerhed og Dansk Røde Kors.

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Overlæggerne: Erhvervenes Sprog Betjening A/S

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Name: _____

Age: _____



How To Use The Material for the 7-14 Year Olds

The material consists of two parts:

- 1) Text pages in various languages. The pages can be copied. The particular pupil is to be given material of his/her own for writing.
- 2) A teacher's guide in the particular languages.

This material has been built up on the rules important to know as a pedestrian and a cyclist, respectively. It has thus been divided into sections entitled: Going on foot and Going on bike.

Basic Material

The basic material is common for the entire age group. I.e. drawings and the explanatory text should be readable by and comprehensible to the 7-year-olds and the 14-year-olds alike.

Discuss, and Write Down The Answer

The potential of distinguishing between the age and ability of the pupils is in the individual problems posed at the end of each situation. Asking one or more questions, for discussion; each pupil will write down his/her answer.

He who is active will learn. So it is important that the pupils be active in the talks and at the stage of writing. They should reflect on the matter, wondering about it, asking questions; not least should they get on the road, gaining experience of their own. Learning to move properly on the road is not just a matter of theoretical teaching. So the various situations should be identified in the local area and be practised in the real environment. Naturally under reassuring conditions and together with adults.

Teacher's Guide

This guide explains the various traffic situations dealt with in the pupils' material. (Situation 1 of the pupils' material will thus match situation 1 of the guide). Providing the answers to Discuss, and Write Down Your Answer; finally it offers some ideas for practical activities. The smallest children may have to be guided considerably and need much help to write down their answers. It would then be a good idea to write the answers on the blackboard. The wording and the formulation should also allow for the age of the pupils.

If some pupils face problems with the very basic concepts, it would be a good idea to review the material for the 4-7 year olds. In the material for the 4-7 year olds you will also find some good ideas for practical traffic activities.

Teacher's Guide

Going On Foot

Going On Foot has been built up on the rules you must know in order to go on the road as a pedestrian.

The material is concluded by a walking test in the local area, practising all situations reviewed.

1. What Do We Need Rules For?

The drawing shows three situations in which things nearly go wrong because the pedestrian does not abide by the rules: A pedestrian walking on a bicycle track almost being run down by a cyclist. A pedestrian crossing against the red and consequently almost being run down by a car. And a child playing on the road with a ball.

The drawing should inspire talks on Road Rules.

Basing oneself on the specific situations is a good idea. Talk to your pupils about why things almost go wrong in the three situations in the drawing. Write down the answer on the board, and have your pupils write it down in their paper under *Discuss, and Write Down The Answer*. One of the answers made could read: "The man in the car nearly runs down the boy because the boy is crossing against the red." Involve the experience gained by the pupils for instance by asking: "Have you come close to being hurt on the road?" You may have your pupils make a drawing of a dangerous experience which they may have had on the road.

The oldest in the age group are capable of viewing matters from views taken by other people. So the talk and the answers may be detached from the drawing, thus assuming a more general nature.

Road Rules are necessary because...

- you will thus always know what you may do, and what you must do
- if an accident occurs, you will always know who is to blame
- then you will know what to expect from others
- when everybody knows how to move in the traffic, it can all be done without much delay

Have your pupils imagine a chaotic traffic situation in which no rules apply. Ask them to describe this, or have them draw a chaotic traffic picture.

Also talk to your pupils about each country having rules of its own. You must observe the rules applying wherever you may be. Some pupils may be able to tell about conditions in their home countries.

2. This Is Where You May Be As A Pedestrian

Your pupils must know where they should move as pedestrians.

- a) Talk to your pupils about never going beyond the kerb unless you are to cross the carriageway. **Kerb means STOP.** The other road users should be in a position to count on pedestrians moving on the sidewalk. You may ask them to colour the kerb in the drawing (the youngest).
- b) Talk to your pupils about the drawings and the boards, and about how to go on foot on the various paths:
- On a footpath, pedestrians only.
 - On a divided path, the path has been divided into two. Each lane is to be used by the type of traffic indicated by a symbol.
 - On a general path, you may meet pedestrians, cyclists, mo-ped drivers, etc. Here, everybody should show consideration for each other. However, always keeping to the right is a good rule.

Have your pupils write down how to move on the various paths. Involving the experience gained by the pupils themselves is always a good thing. The youngest will need help, for instance by the teacher writing the answers on the board after which the pupils will write them down on their own paper.

- c) Walking towards the traffic, you will notice the drivers well in time, and you may pull aside as far as at all possible.

Ask your pupils: "What are you going to do if there is a parked car or something else in the way which you cannot pass by going inside?"

Make your way as follows:

1. Go to the outer edge of the obstacle.
2. Look cautiously ahead along the outer edge.
3. Wait until there are no drivers on the road, neither in front or from behind.
4. Walk quickly past the obstacle but do not walk further on to the carriageway than necessary.

- d) Forgetting the traffic is easy when you are busy playing. If a ball bounces on to the carriageway, you will go for your ball, forgetting all about the traffic, or you may happen to push each other on to the carriageway.
Roller skates, skateboards, and other playthings do not belong on the road.

3. You May Not Be Here

- Cars are run fast, indeed, on these roads.
- There are no sidewalks or paths intended particularly for pedestrians.
- Motorists do not expect pedestrians to walk here.

4. Crossing A Road – With A Pedestrian Zebra Crossing

1. Stop by the kerb.
2. Look in both directions several times.
3. Wait until there are no more drivers on their way towards the crossing.
4. Make a straight crossing, staying in the zebra crossing all the way.

The act interprets *nearby* to the effect that if the pedestrian zebra crossing is no further away than about 30 metres, you must use it. For children, this must be an absolute minimum. Making your own rules of thumb may be advantageous, like *if you can see the pedestrian zebra crossing from where you are, you must use it, or similar*. Walk with your pupils into the traffic, leaving them to take a view of what it means to be near a pedestrian zebra crossing. Only in this manner may they get a feeling of distances.

Motorists and cyclists in this country expect all pedestrians to use the pedestrian crossing. So their attention will be focused on the zebra crossing.

5. Crossing A Road – Without A Pedestrian Zebra Crossing

1. Stop by the kerb/roadside.
2. Look in both directions several times.
3. Wait until no vehicles are moving towards you.
4. Make a straight, brisk crossing.

“Road Clear” means that all motorists, cyclists, etc. are so far away and driving so slowly that you have plenty of time to reach the other side.

Taking a view of the speeds and distances of the various vehicles may prove hard, indeed. So take your pupils into the traffic, talk to them about speed and distance, and have your pupils take a view of whether you can cross the road safely in various situations.

Have your pupils draw a road. Ask them to measure the distance 1) if you make a straight crossing of the road, and 2) if you cross the road diagonally. Talk to them about which distance is shorter. When you make a straight crossing of the road, you will be on the carriageway for a shorter time.

6. Crossing A Road – With Lights

In Denmark, you must respect the signal – you will be fined if you cross against the red.

Motorists expect pedestrians to observe this basic rule – so dangerous situations may occur if the signal is not respected.

Estimating car speeds is frequently difficult. You may have estimated a car to be sufficiently far away, and then it may emerge quite suddenly. Since the green light is on for them, they may not slow down, expecting pedestrians to stay on the sidewalk.

- Even though the green light is on for pedestrians, you should make sure that the other road users have noticed that the red light is on for them. You should make sure that they are signalling stop: They will slow down, driving very cautiously towards the pedestrian crossing.

7. Crossing A Road – At Crossroads

At a crossroads, there may be traffic coming from all four lanes. Cyclists and cars may come from both directions, and wobbling cars may come in front and from behind. Particularly the wobbling vehicles may fail to notice pedestrians.

It is important to talk about car and cycle signalling in this connection. Many bicycles and mo-peds fail to signal when turning. The attention of your pupils is also to be drawn to this. Also discuss eye contact in this connection. If you have contact with the other road users, you may frequently get a signal as to whether they have noticed you.

When crossing at a crossroads, you must:

1. Look where you are going in all four directions;
2. Is anybody coming from both directions?
3. Is anybody coming in front who is about to turn towards you?
4. Is anybody coming from behind who will turn past you?
5. Not until you are positive that everybody is stopping for you may you walk.

8. Crossing A Road – When There Is A School Crossing Patrol

You may walk and drive along the school crossing patrol arms only.

If the school crossing patrol is blocking the crossing for you by stretching out their arms, you must wait.

If the school crossing patrol has walked on to the carriageway in order to keep back the traffic, you must cross.

9. Crossing A Road – When There Is A Tunnel Or A Bridge

In some places, there may be so much traffic that crossing the road would be far too hazardous. This solution will frequently be chosen near schools where there are many children on the road.

10. The Other People's Intentions

The drawing calls for a discussion of how to take a view of other people's intentions. This drawing shows people of different ages and in different vehicles doing different things. Talk to your pupils about:

- the qualifications of elderly people of moving on the road: That they may not see and hear so well, and that they will react slower.
- children's lack of experience, concentration, and height
- the speeds of the various vehicles
- that many motorists forget to look back when they open their car doors. This is dangerous when you may be walking or cycling by.
- remembering to look in both directions before you descend a bus, otherwise you may risk being run down by a cyclist.

- that you should wait to cross the road until the bus has gone, and sight conditions have improved.
- that you should be particularly careful if crossing the road at parked cars. They may block your view.

The Walk Test

Going On Foot is concluded with a walk test, for pupils to show that they master what they have learned. Throughout the entire process the pupils have, of course, practised the various situations in their local area, viewed the boards, and observed the other road users so as to become familiar with moving on the road.

Preparation

A map of the local area is available either by contacting the local police or the local council. Based on this map, a safe route is planned, integrating the various situations and boards of the material.

The route is plotted on the map. Showing clearly where to walk, and where to cross the road, etc.

Walk this route with your pupils so that it will become known to them. If their route is known, they need not concentrate to find their way – but on doing the various manoeuvres as correctly as possible.

Implementation

The implementation may be handled in various ways, for example as follows:

- The teacher will walk with a small group of pupils. Have your pupils review situations, one by one. See how they manage.
- Put persons on the route, to evaluate the particular situations. Despatch your pupils one at a time.

Diploma

After completing the walk test, a diploma may be issued. Make one yourself – with drawings from the material, or have your pupils draw one for themselves. The text may read:

Dear _____

You are receiving this diploma verifying your walk test participation. This test proved that you know how to move properly on foot in the traffic – and that you know the rules.

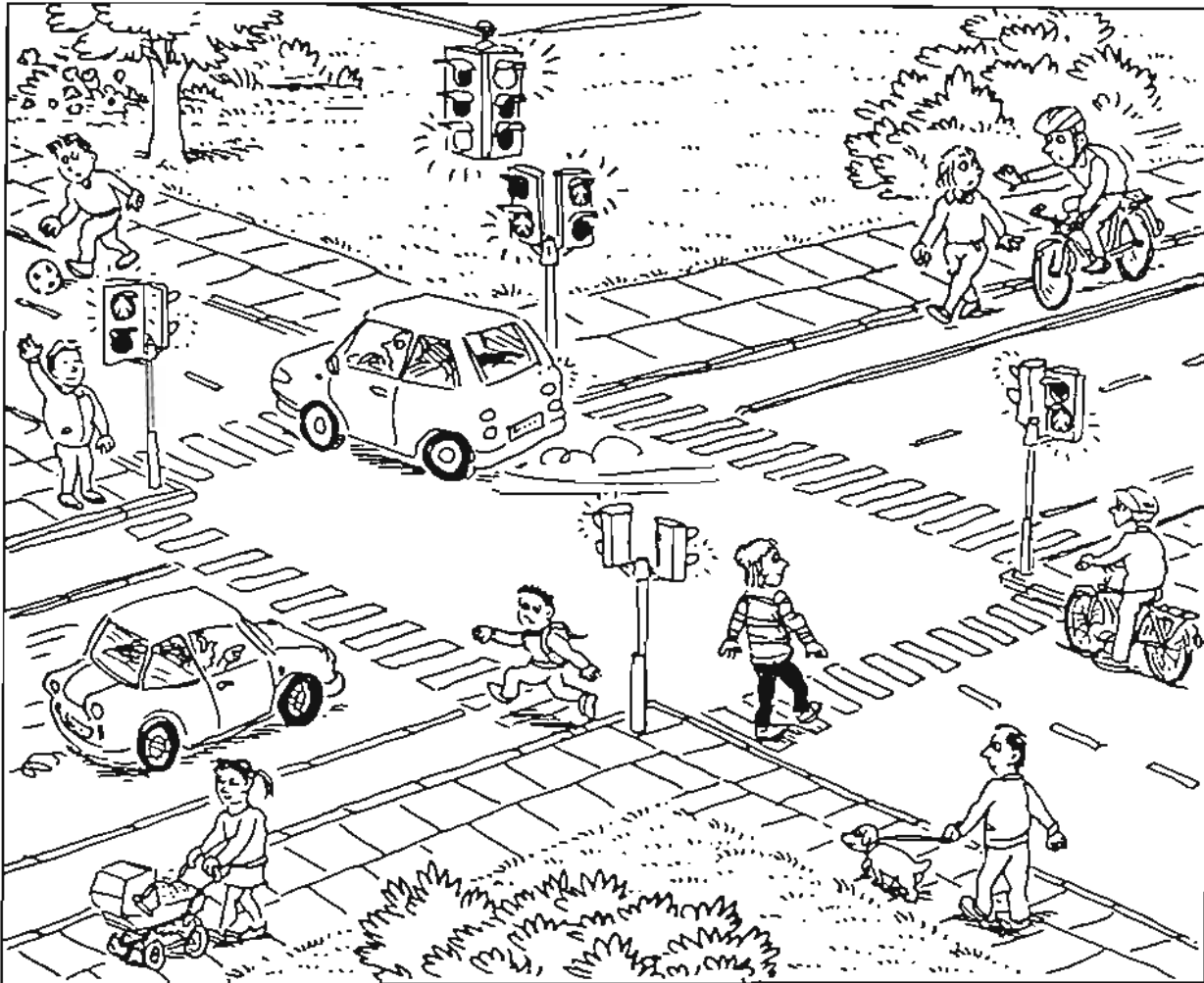
Note: Continue to keep an eye on what is happening around you in the traffic.

Yours sincerely,

Going On Foot

1. What Do We Need Rules For?

There are rules for going on foot. If you walk in the traffic, other road users will assume that you do know the rules and abide by them. So you need to know how to move as a pedestrian on the road. You also need to know something about what you may expect from others.

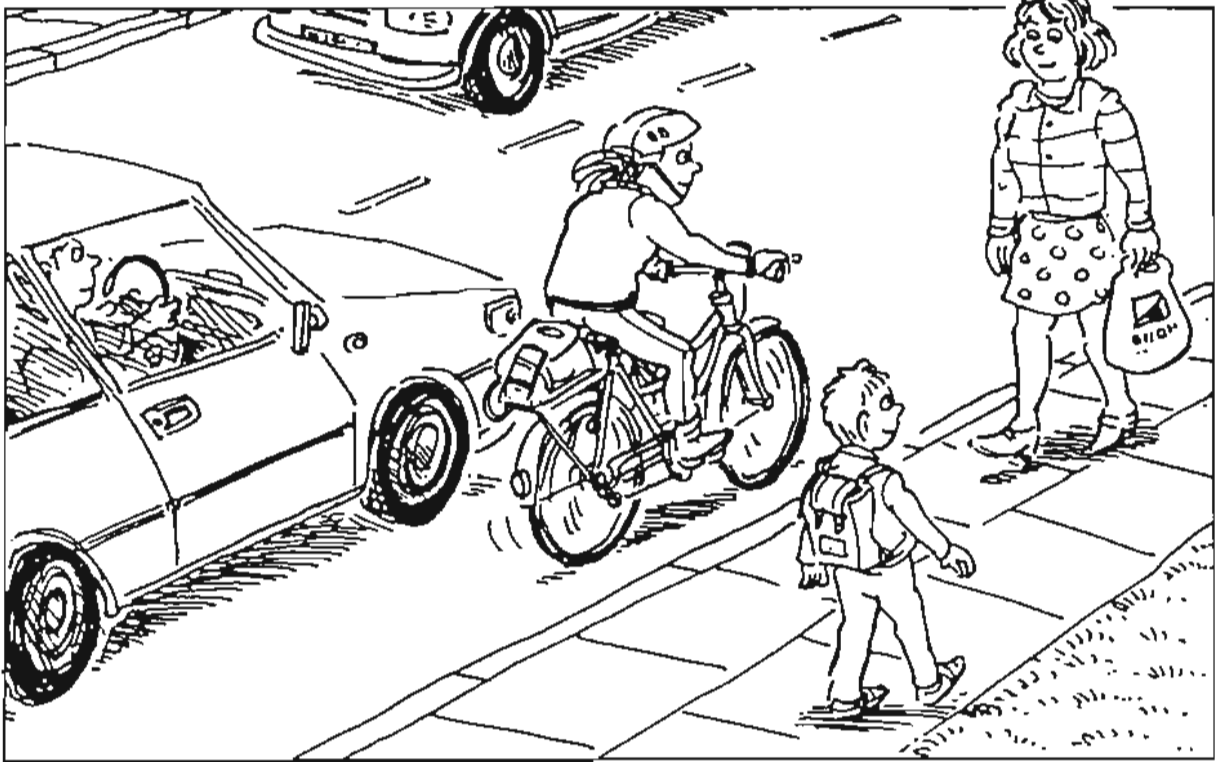


Discuss, and Write Down Your Answer

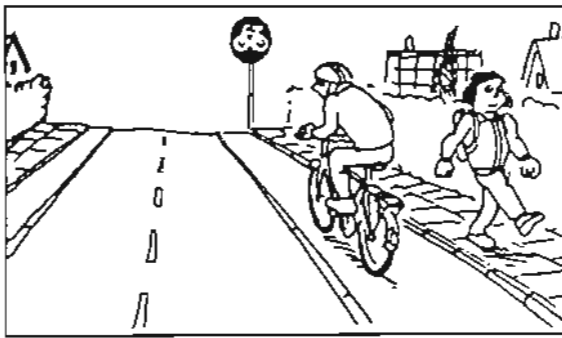
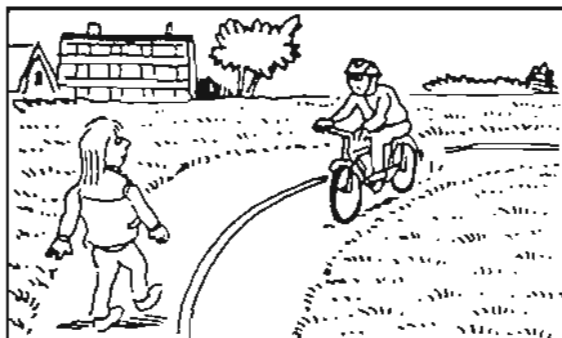
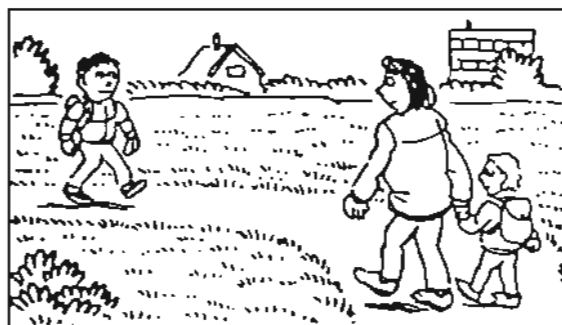
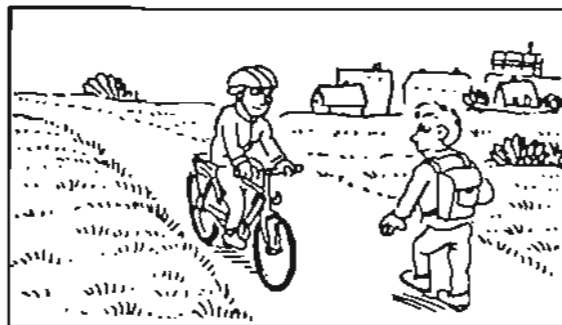
Look at the drawing, and talk about rules on the road being necessary?
What would happen if there were no rules?

2. This is where you may be as a pedestrian

On The Sidewalk

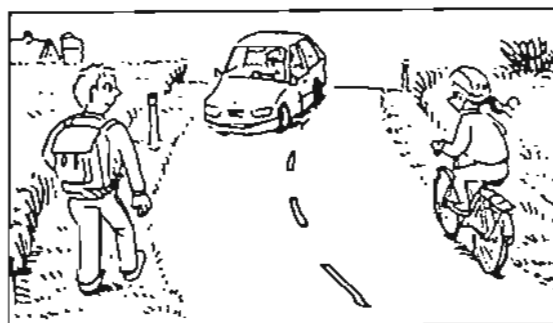


On paths if intended for pedestrians. The boards will tell you who may go on the path. Look at the boards below – and put a cross on those where you may not go as a pedestrian.



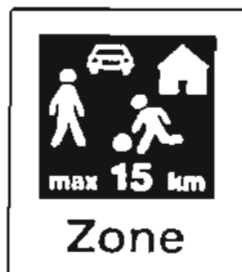
At The Shoulder

If there is no sidewalk, you should always walk towards the traffic, and as far out on the shoulder as possible. So the cars will be nearest to you when they drive towards you.



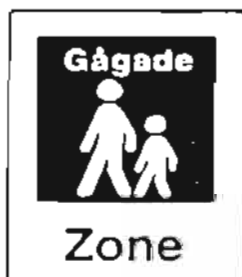
In Stay and Play Area

You may never stay and play in the street and on the sidewalk unless you see a board like this – and such boards are found in very quiet roads only. But cars and bikes may also go here so you still need to be alert and take special care.



In Pedestrian Streets

In many towns and cities, there are streets you may walk on. These are called pedestrian streets. The board for a pedestrian street looks like this



Cars and bikes may cross the pedestrian street so you still need to be alert.

Discuss, and Write Down Your Answer

- What does the kerb mean?
- How should you move on the various paths?
- Why do you think that you should walk towards the traffic?
- Why cannot you play on the sidewalk?

3. You May Not Be Here

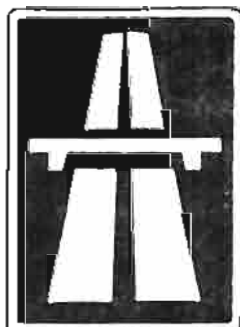
If you see a board like this, it means that you may not be there as a pedestrian.



On Motorways and Motor Traffic Roads

Motorways and motor traffic roads are for motorists and motor cyclists only. Here, you may neither bicycle nor walk.

On motorways, people may drive as much as 110 km/h., and on motor traffic roads they may drive 80 km/h.



Discuss, and Write Down Your Answer

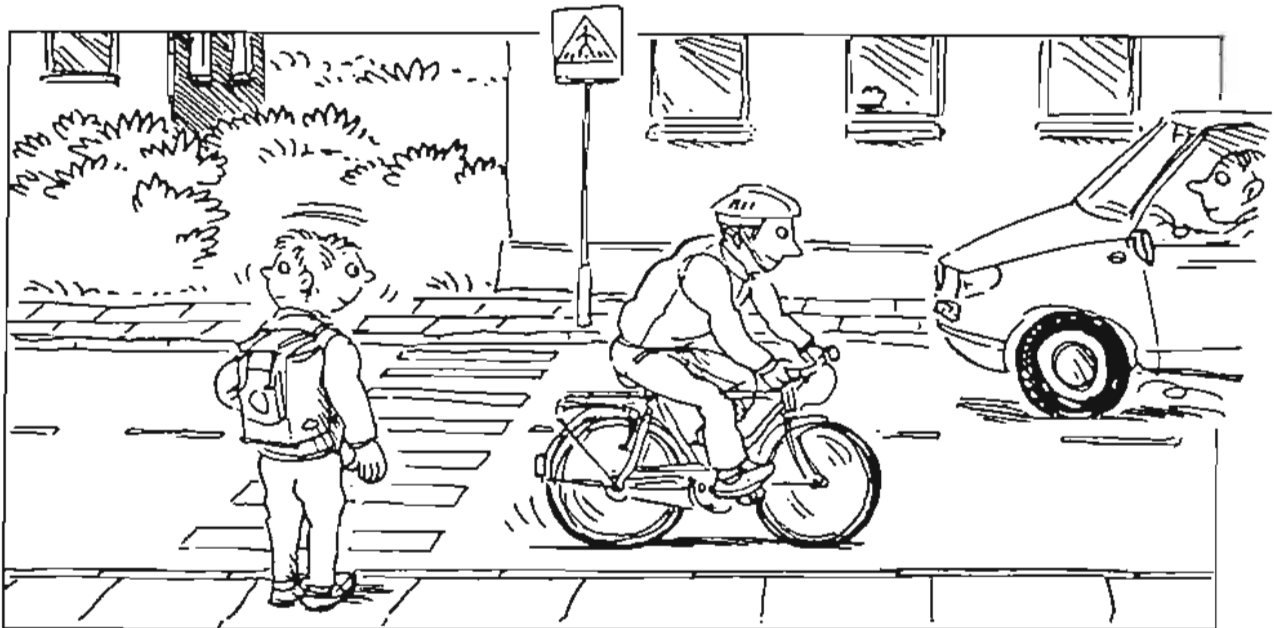
Why do you think that these roads are for motorists only?

4. Crossing A Road – With A Pedestrian Crossing

If you need to walk from one place in town to another, you will generally have to cross roads several times.

In many places, some special things have been made for pedestrians making it easier to cross the road.

It may be a pedestrian zebra crossing. A pedestrian zebra crossing will be drawn up on the road. It has some wide stripes across the road, and there will nearly always be a board looking like this



If you need to cross the road, and you notice that there is a pedestrian zebra crossing nearby, you must use it.

Cars are to give way to you if they notice that you are on your way out into the crossing. But you cannot be sure that they will always do so. So you must always make sure that no cars are coming from both directions before you enter the crossing.

Discuss, and Write Down Your Answer

Write down, item by item, what you do when you cross a pedestrian zebra crossing. How far away should the pedestrian zebra crossing be before it may be said that it is nearby?

Why is it particularly dangerous to cross the road near a pedestrian zebra crossing?

5. Crossing a Road – without any pedestrian zebra crossing

If you need to cross the road at a place not having any special pedestrian crossing, you must make sure that the road is clear. You do so by looking where you are going in both directions. Walk straight across the road.

Discuss, and Write Down Your Answer

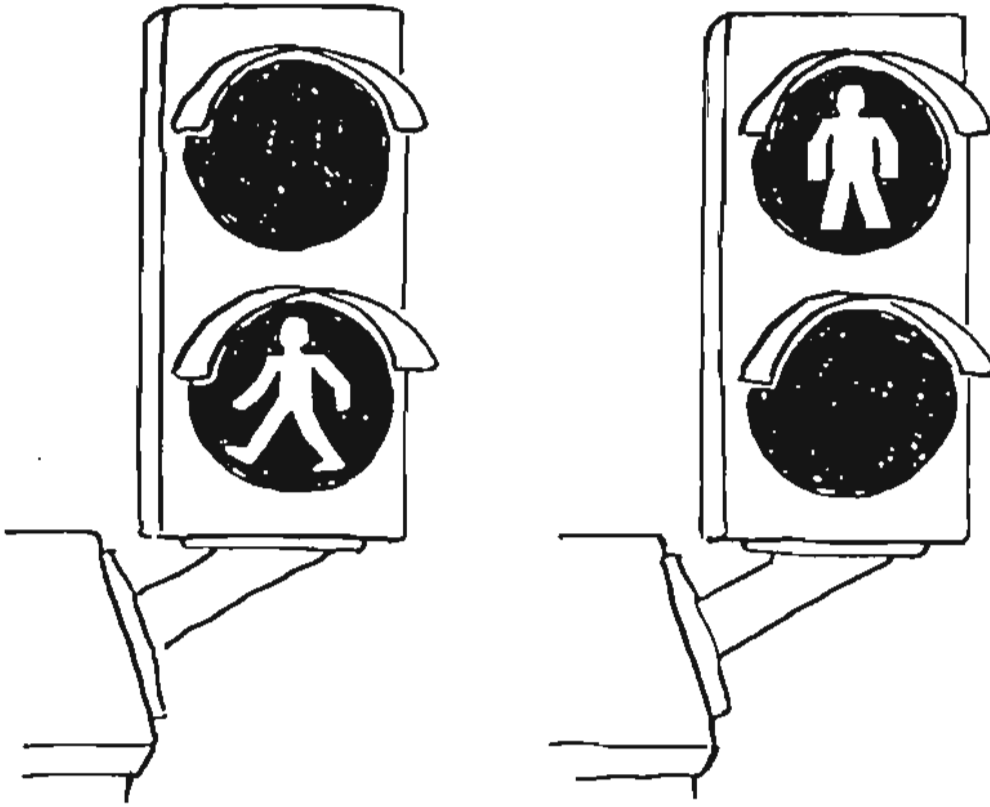
Write down, item by item, how you cross the road where there is no pedestrian crossing.

How far away should the cars be before the road is clear?

Why should you not cross the road diagonally?

6. Crossing a Road – with traffic lights

Some pedestrian crossings are controlled by traffic lights as well. To pedestrians, it looks like this:



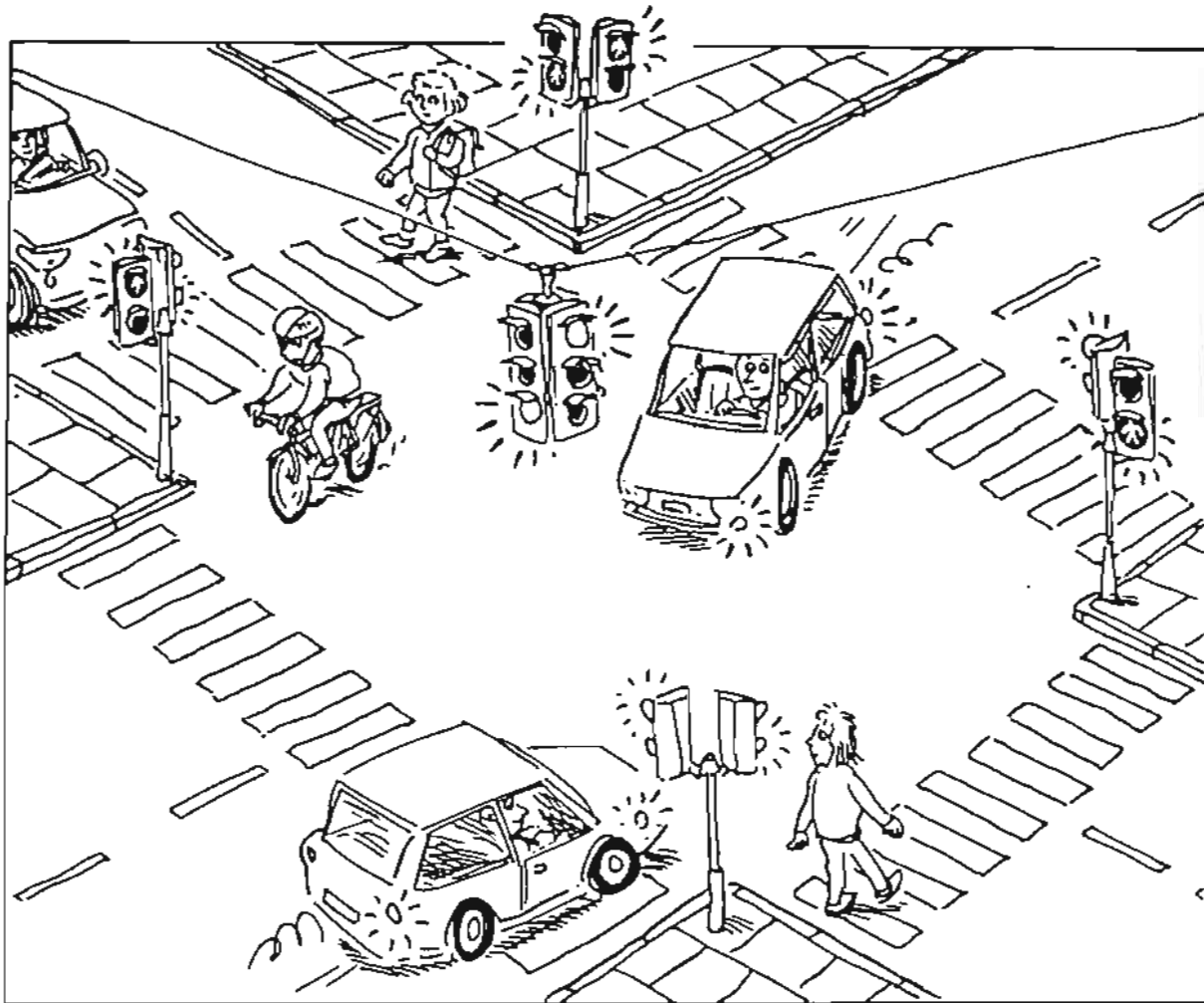
If the top man light is red, you must always stop – even when the road seems clear. If the bottom man light is green, you may cross – but not until you have made sure that the road is clear.

Discuss, and Write Down Your Answer

Why cannot you cross against the red if the road seems clear? When the light is green for you, you should still look where you are going – why – are you not the one having the right of walk?

7. Crossing A Road – At Crossroads

At crossroads, you need to keep an eye on many road users at the same time. Even though you are at a pedestrian crossing – and the light is green for you, you must still make sure that the other people in the crossroads have noticed you.



Discuss, and Write Down Your Answer

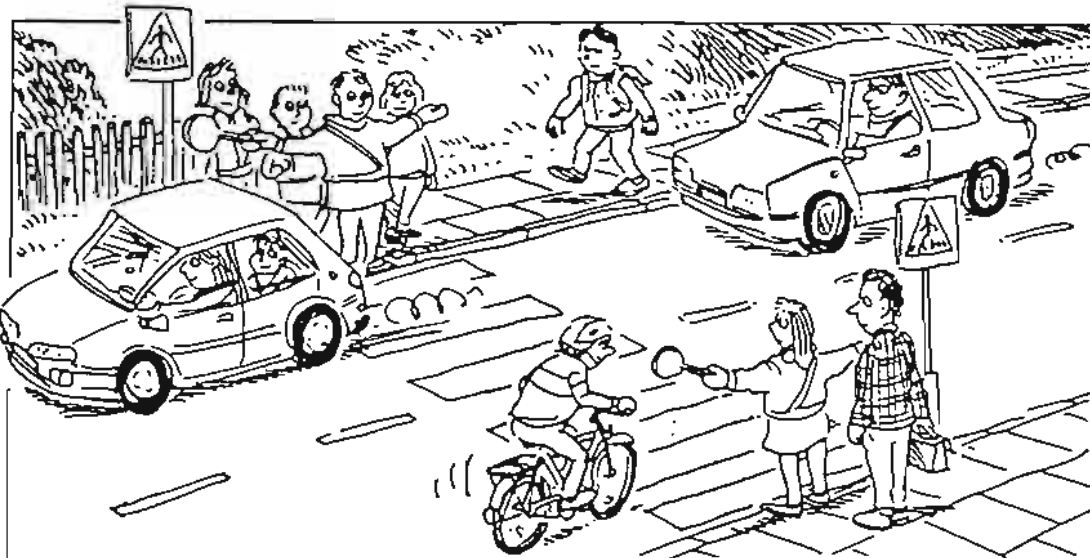
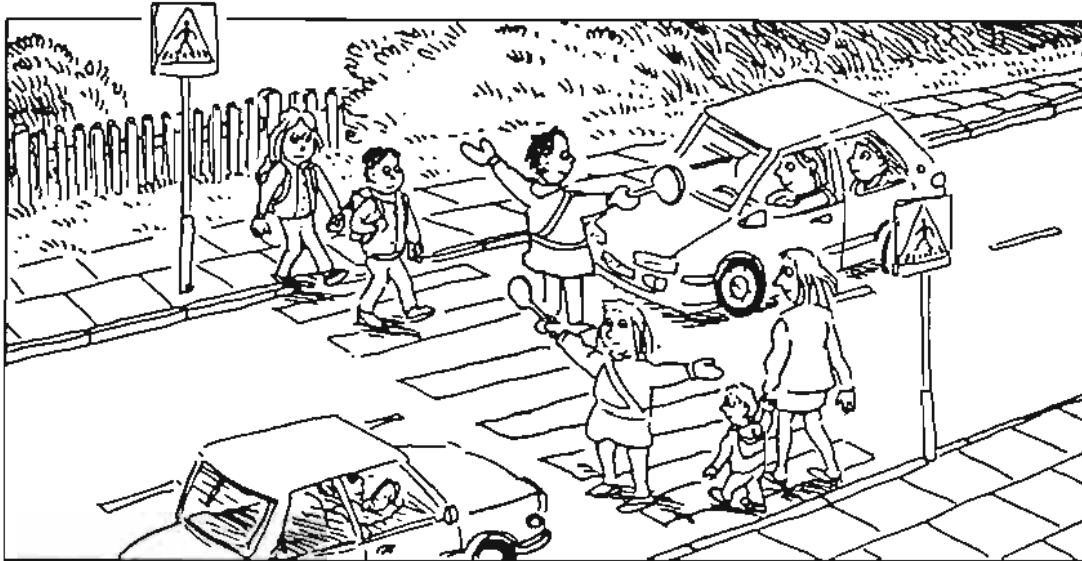
Look at the drawing.

Where could cars come from?

Write down, item by item, how you will cross the road in a crossroads.

8. Crossing A Road – When There Is A School Crossing Patrol

Many schools run a school crossing patrol. A school crossing patrol will help the pupils to cross the road by the school. You must always be guided by a school crossing patrol. You can tell a school crossing patrol by their safety jackets and their yellow hand signs.



Discuss, and Write Down Your Answer

Look at the drawings of the two school crossing patrol members.

How can you tell from them that you must give way?

How can you tell that you may walk?

9. Crossing A Road – at a Tunnel and a Bridge

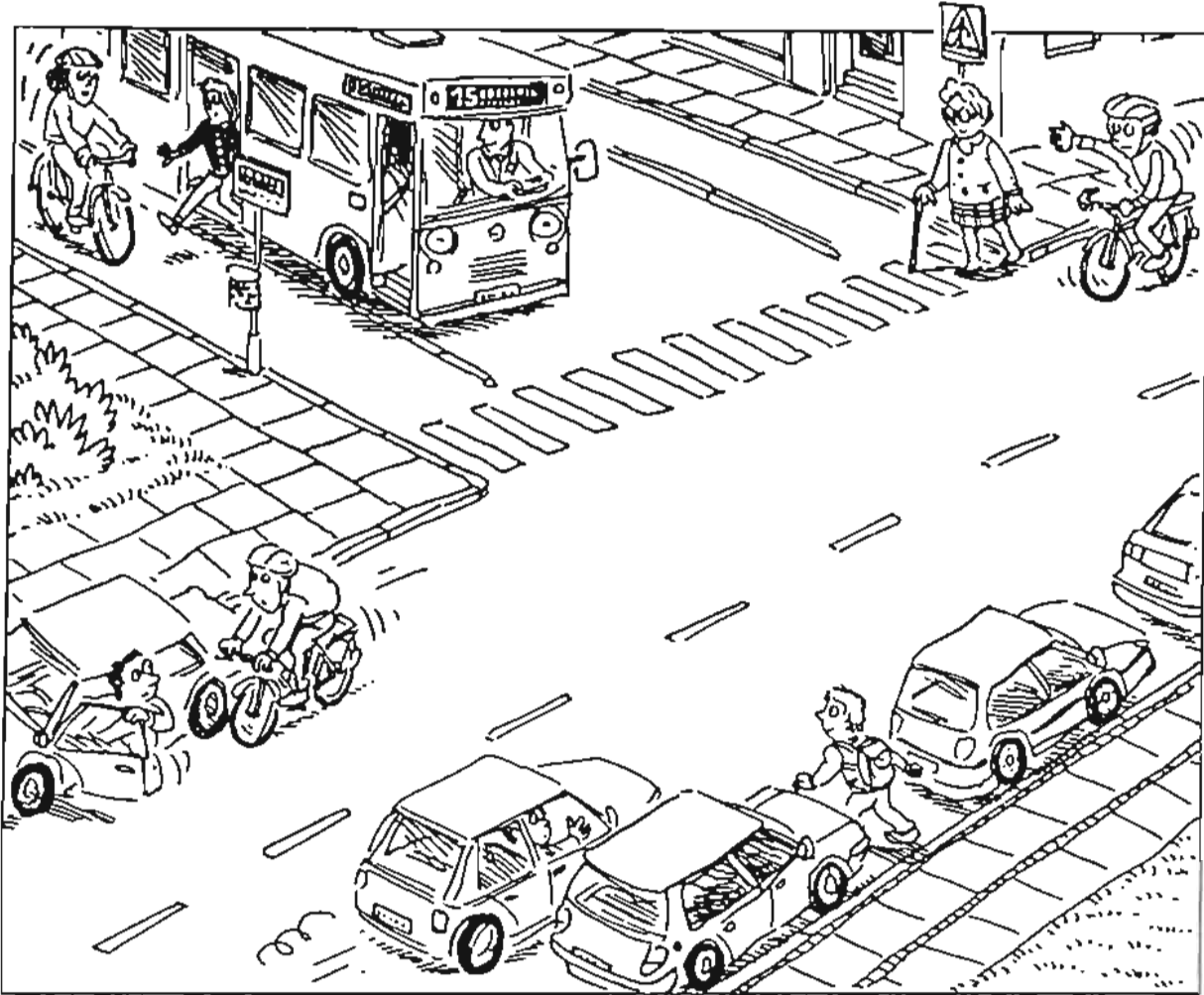
In some places, you will notice these two boards. They will guide you either under the road or above the road. This means that you must use these crossings. For they have been made in order that you may cross the road safely.



Discuss, and Write Down Your Answer

Why have they chosen in some places to guide pedestrians across the road through tunnels or across bridges?

10. What The Others Intend To Do



Discuss, and Write Down Your Answer

Look at the drawing. Talk about how to avoid the situations which may be going wrong. Also talk about what age, vehicle speed, and parked cars may mean to the traffic.

Teacher's Guide

Going On Your Bike

Children must be capable of controlling their bikes before they will be ready to move into the traffic. That will take much practice. This practice is had both by letting them cycle in country ground, forests, playgrounds, and by gradually making them accustomed to the traffic by cycling with adults.

It is always the parents or the guardians of the children who are responsible that they learn to move safely in traffic.

1. Compulsory Equipment On Your Bike

Let the pupils fill in the empty lines off the drawings of the compulsory equipment with information on the various parts. And let them place parts right on their bicycles.

Brakes

There must be a footbrake at the rear wheel. Or two brakes which may be controlled by hand from the handlebars. There may also be a hand brake and a foot brake. Having two brakes is an advantage. If one fails, the other will still work.

Lock

Your bike must be locked when you leave it. Your lock must be approved.

Bell

Your bell must give a clear sound. You may not replace your bell by a horn or a similar signalling device.

Reflexes

Your bike must have

- at least one red reflex facing backwards
- at least one yellow reflex in pedals or wheels showing from behind

You may supplement by having

- yellow reflexes showing from the side
- white reflexes facing forward

Lights

From sunset to sunrise, there must be a

- headlight giving a white light, showing from the sides. This light may not have a dazzling effect
- a rear light giving a red light

The lights must show at a distance of 150 metres.

Bicycle Helmet

A bicycle helmet is part of your safety equipment. This helmet should have the right size and fit your head properly. It will when covering your forehead, the top of your head, temples, and back of the head, and when it is secured to the extent that it will not slide on your head.

The equipment contributes to making your cycle more secure: The reflexes mean that your bicycle will show far off when car lights give a direct light on them. The lights mean that you can be seen even when there are no lights nearby. The bell may be used to draw the attention of other road users to your wanting to go past them, etc. And it may be used for warning.

2. The Size of Your Bike Should Be Right

If you run a bicycle the size of which does not fit – you will need to focus too much on controlling your bike. And then you cannot concentrate on the traffic as well. This also makes for wobbling cycling.

It is important that the pupils will learn for themselves what it means to run a bicycle which is either far too big or far too small. So let them try some bicycles of various sizes, and have them do of the manoeuvring which you should master in order to move on the road: Signalling with your arm, turning, braking, going past something, stop signalling, etc. Then have them write down their experience.

3. You Must Control Your Bicycle Properly

If you cannot control your bicycle without wobbling, you are a danger to yourself and others. You may run in front of a car – you may not be able to put the brake on soon enough if something unforeseen occurs right in front of you, etc.

Take your pupils to a closed area, practising the various manoeuvres. You may set up some tracks using some pins, cords, chalk, and similar. Have a word with your pupils about their skills on their bicycles, how safe they feel, etc., and have them write down their experience.

4. Showing Your Intentions

Talk to your pupils about signalling on the road, and what would happen if cars, mo-peds, and cycles would just stop and turn without signalling. Your pupils may have gained some experience which could form the basis of these talks.

5. Where To Cycle, And Where Not To Cycle

Talk to your pupils about the roads and paths to be used as a cyclist, and of how to cycle in the various places: On a two-way cycle track, you should always keep to the right – on a divided path you should go by the board symbol, i.e. you should cycle at the side where the bicycle is on the board – on a general path everybody should show consideration for each other, however, keeping to the right it will always be a good idea. Also let them ponder why there are places where you may not cycle at all.

6. Giving Right of Way

Find the give way boards and the markings in the local area. Your pupils may go by a route plotted in advance on a map (it may be constructed by hand, or a map from the local guide may be enlarged). Have your pupils draw up the various right of way relations on the map, and have them observe the conduct of the other road users. Talk about what may happen if you do not give way where you should, and write down the answers.

7. Giving Way To The Right

Talk about who should give way to whom based on the drawing. And write down why.

8. Turning Left in Crossroads

Have your pupils, basing themselves on the drawings, write down how to turn left at a crossroads:

1. Drive straight into the crossroads when the road is clear.
2. Look back over your left shoulder, signalling stop at the opposite side.
3. Await that the road is clear in the new direction.
4. Carry on in the new direction.

9. Bicycling in Roundabouts

Talk to your pupils about how to move in a roundabout. Based on the drawings, put down some guidelines for how to behave when you are on your way into, round, and out of the roundabout: On Your Way IN: Give way to all those on their way round the roundabout. When the road is clear, you move in.

On Your Way Round: Keep an eye on whether you have been noticed by the cars waiting to drive into the roundabout. Look back over your left shoulder before you pass a drive to make sure that those on their way out have actually noticed you.

On Your Way Out: Signal turning right, and give way to pedestrians.

10. The Other People's Intentions

Use the drawing to talk about how you can tell what the other people intend to do. Also talk about how to show consideration and kindness on the road. Particularly about

- trucks turning left having big problems in noticing cyclists in their mirrors. SO: Always wait behind a truck turning.
- cyclists must give way to passengers descending from busses
- You should pay particular attention when passing parked cars - the motorist may open his car door right in front of you.

Going On Bike

Becoming a good cyclist calls for several things:

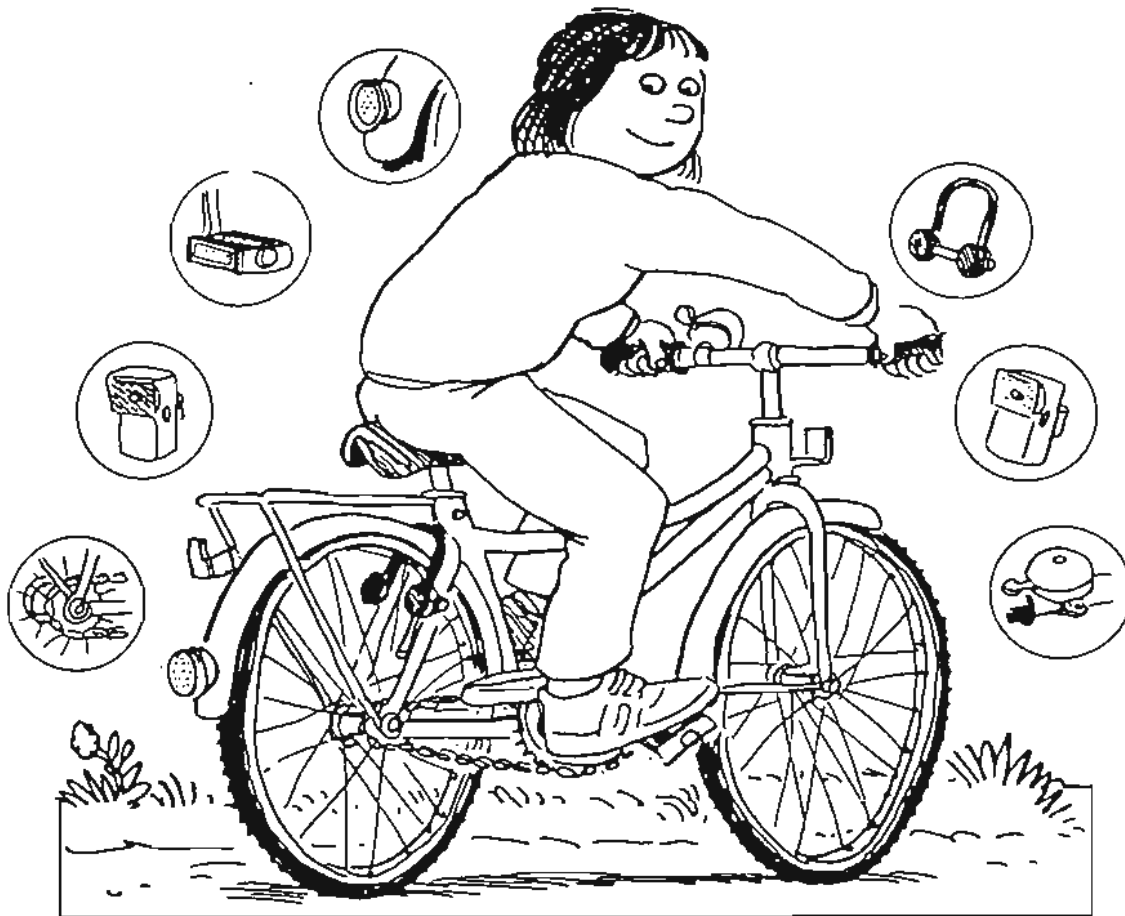
Your bicycle must be in order, and it should fit you.

You must be able to control your bike properly.

You need to know the rules applying to road traffic.

These things must be in order before you may go on the road.

1. Compulsory Equipment for Your Bike



Discuss, and Write Down Your Answer

Why does the law demand that your bike must have the proper equipment?

2. The Size of Your Bike Must Be Right

Your bike will fit you if you can reach the ground with at least one foot when seated.



Your handlebars height must allow for you to be seated on your bike, looking straight ahead. You must be able to move your head so that you can look forward and back without letting go of the handlebars. If the handlebars are far too low, you will be looking at the ground too much – and for taking a look back, you would only be looking into your own shoulders.

Discuss, and Write Down Your Answer

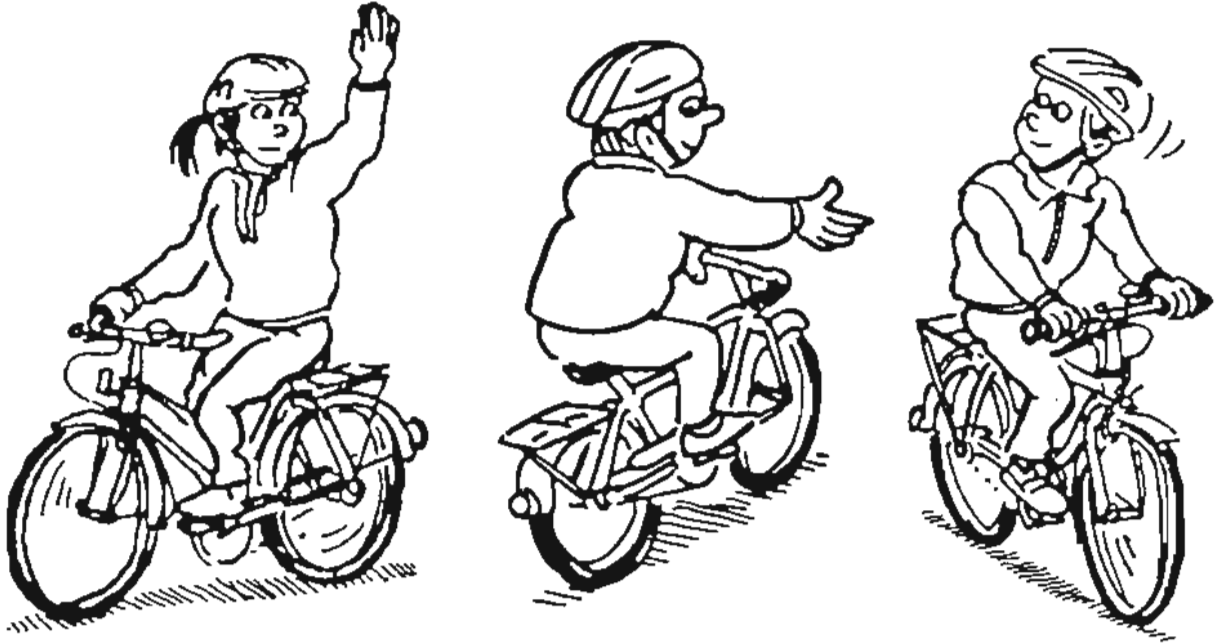
Why is it most important that the bicycle fits you accurately?

Try to run various bikes, too large and too small – naturally in a no-traffic area. Write down your experience.

3. You Must Control Your Bike Properly

Controlling your bike takes a lot of practice. On the road, you must be capable of: Starting, stopping, turning, bicycling using one hand only, looking back WITHOUT losing your balance and having your bike wobble.

You must practise these things a lot, in no-traffic places, for instance on country ground, in a forest, or at playgrounds. In this way you will get a feeling of when you control your bike well enough to move safely on the road.



Discuss, and Write Down Your Answer

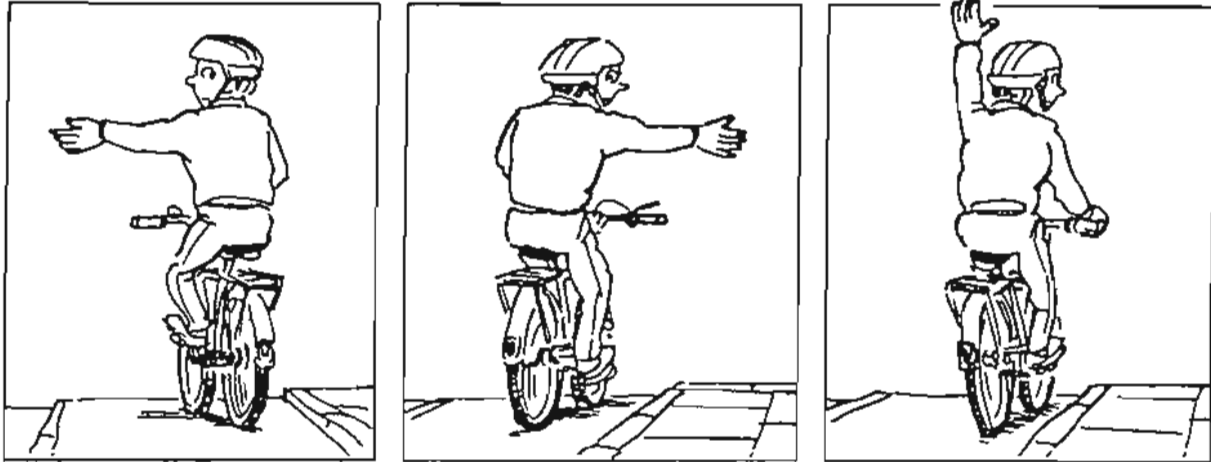
Why is it so important to be capable of bicycling properly before you may do any bicycling on the road?

4. Showing Your Intentions

When bicycling on the road, you must tell the other road users what you intend to do.

When you are about to turn off, you signal with your arm to the side you are turning to. You will do that well in time before the turn. When you turn off, you must have both hands back on your handlebars.

If you are about to stop, you signal by stretching up the arm facing the road.



Discuss, and Write Down Your Answer

What may happen if you just turn or stop without signalling?

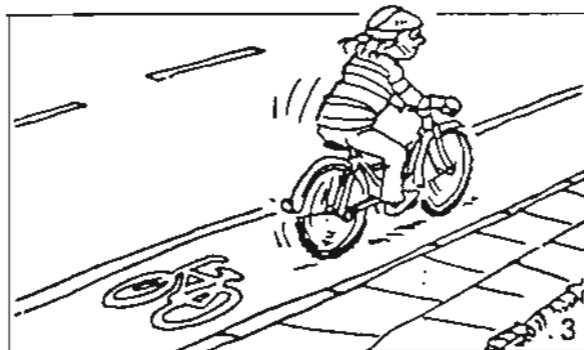
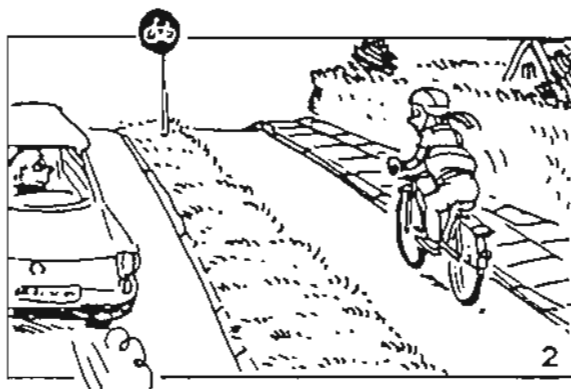
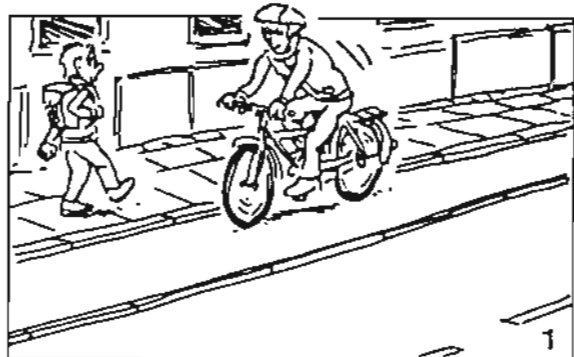
5. Where To Cycle, And Where Not To Cycle

On Roads Without A Cycle Track

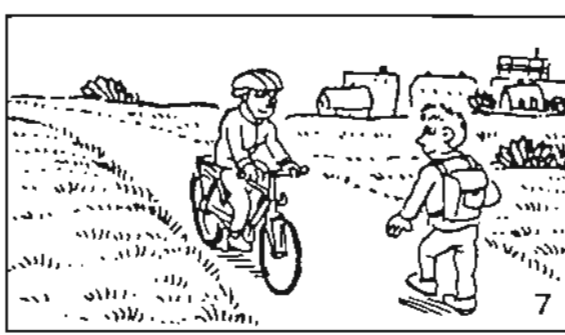
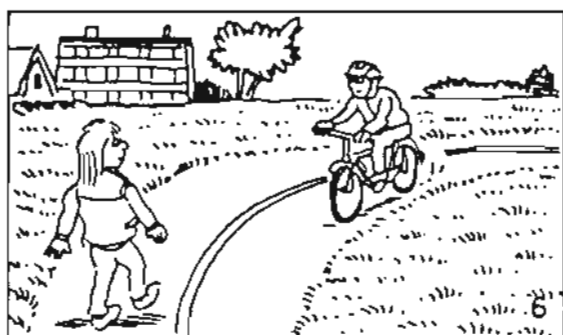
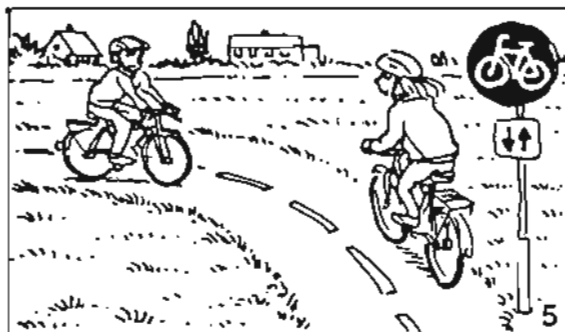
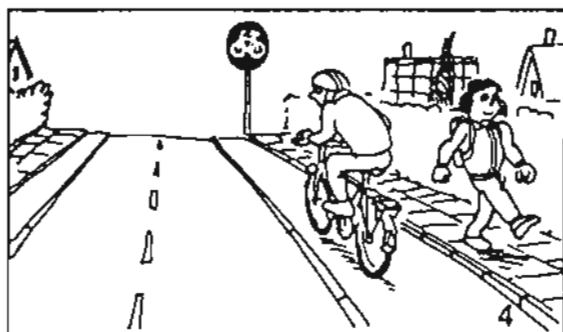
On roads not having a cycle track, you must cycle as far right as possible. Space permitting, you may cycle in twos. But you must give way to other road users who want to pass by.

On Roads With A Cycle Track

A cycle track is a special area for cyclists. You must always cycle on the track if there is one. The appearance of a cycle track may vary. It may be delimited by 1) a kerb, 2) by a bit of shoulder, or 3) by a wide stripe containing some painted cycle symbols.



Some tracks are for 4) one-way cyclists, 5) others are two-way. On some tracks, various road users may travel at the same time; that applies to 6) a divided path and 7) a general path.



On sidewalks, footpaths, in pedestrian streets, and in pedestrian zebra crossings, you may not cycle. This applies regardless of age.

Nor may you cycle on motorways and motor traffic roads. Nor whenever meeting the »No Bikes and Mo-Peds« board.



Discuss, and Write Down Your Answer

How to travel on the various roads and paths/tracks?

6. Giving Right of Way

Giving Unconditional Right of Way

When cycling in the traffic, there are some situations in which you are obliged to stop, giving way to other road users. This is called giving unconditional right of way. You are the one who must give way when

- you notice the board for *Giving Unconditional Right of Way* 1)



- you notice the board *Stop* (2)

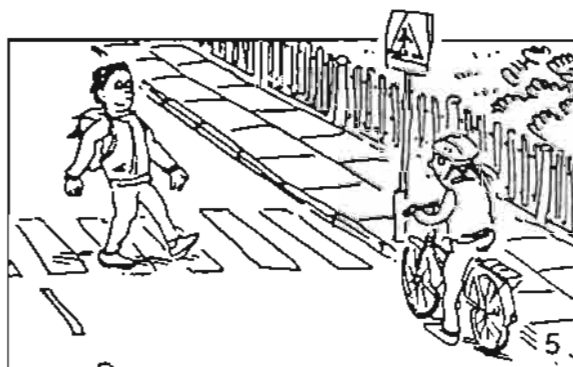
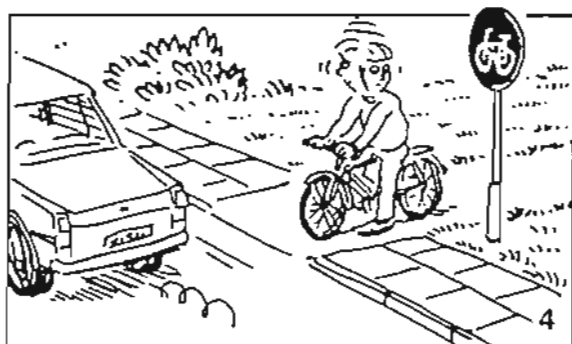


- you see some triangles painted on the road. Also called shark's teeth 3)



- you come from a small road 4) wanting to get on to a bigger road running transversely.

- you must also give way at pedestrian zebra crossings 5)

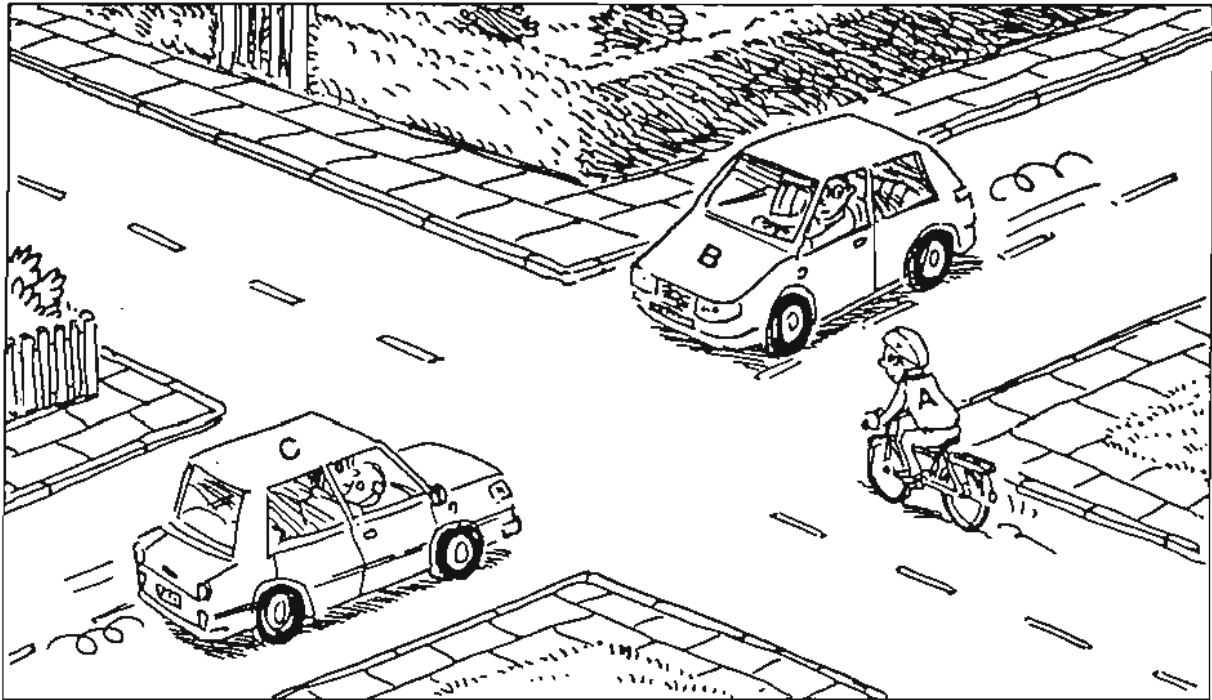


Discuss, and Write Down Your Answer

Have a walk in the traffic in some nearby place. Plot your route on a map, and mark on your map where there are shark's teeth, stop boards, and the board for giving unconditional right of way. Talk about why it has been decided that you must give right of way in some directions, and not in other directions.

7. Giving Right of Way To Traffic From Your Right

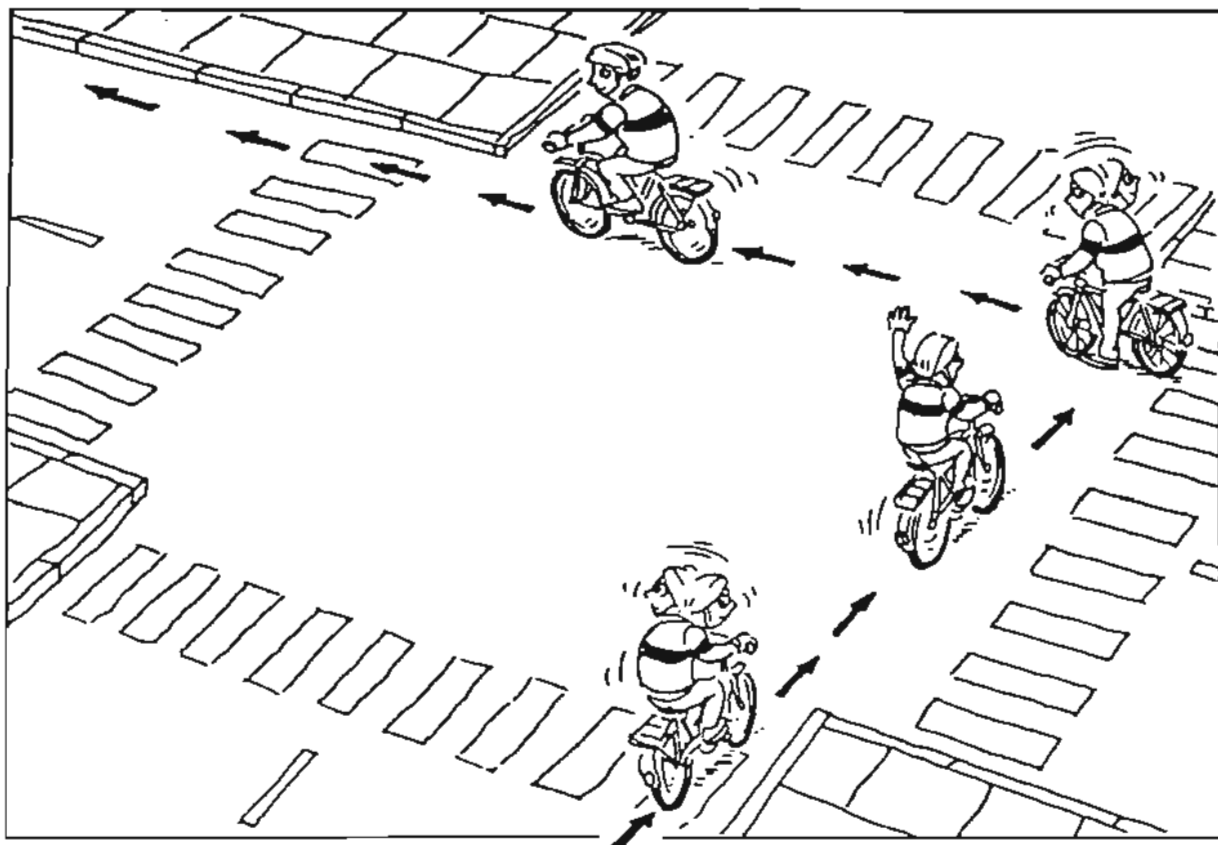
When you come to a crossing without any boards or shark's teeth, giving right of way to traffic from your right will apply. This means that you must give right of way to anything coming from your right hand side.



Discuss, and Write Down Your Answer

Look at the drawing: Who should give right of way to whom?

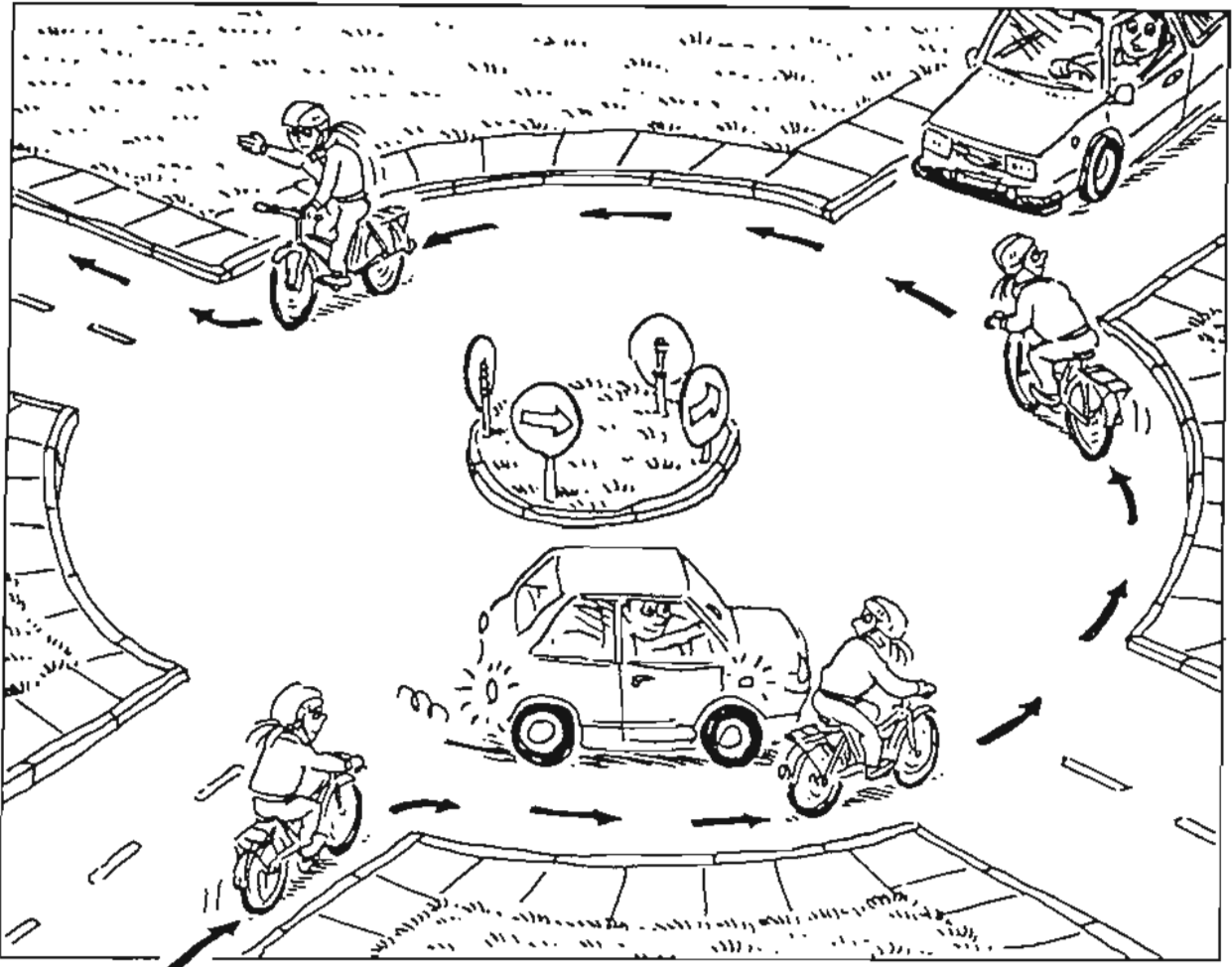
8. Turning Left In Crossings



Discuss, and Write Down Your Answer

Look at the drawing, and write down, item by item, how to turn left in a crossing.

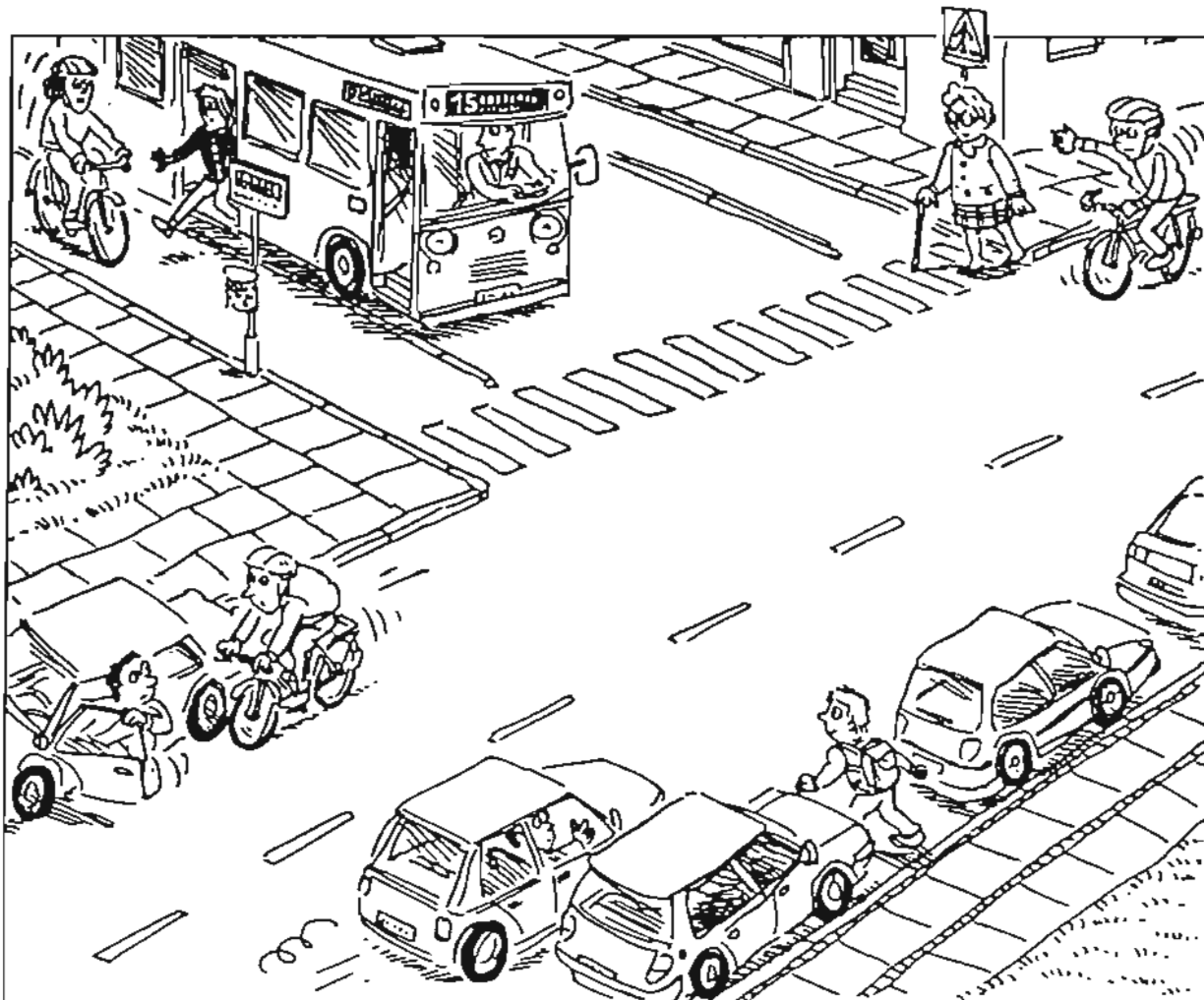
9. Cycling In Roundabouts



Discuss, and Write Down Your Answer

How should you behave when you are on your way into, round, and out of the roundabout?

10. What Other Road Users Intend To Do



Discuss, and Write Down Your Answer

Look at the drawing. How will you avoid/prevent the situations encountered by cyclists?

You have now learned a little about how to move in the traffic as a cyclist. You should continue practising with an adult until you are capable of moving altogether safely. That will take much practice.