

FOCUS AREA 4

# Pedestrian Safety



## INTRODUCTION

This focus area provides the explicit teaching of content and skills related to pedestrian safety for Year 6 students. It focuses on:

- safe pedestrian practices such as identifying safe places to cross roads and walk
- identifying the stopping distances of vehicles and the impact of this on pedestrian behaviour
- identifying and responding to unsafe situations for pedestrians in traffic
- considering active transport and the advantages and disadvantages of these modes of transport
- factors that can affect a pedestrian to make decisions in the traffic environment such as the influence of peers, friends and family.

### Key understandings

- Most WA children are driven to and from school each day, even though they live close to school. Active transport (walking, cycling and using public transport) has advantages and disadvantages as a travel option.
- Children are safer if they are supervised by an adult when crossing roads.
- The traffic environment is a changing environment therefore anticipating and reacting to hazards is a crucial aspect of pedestrian safety.
- Pedestrians should choose places where it is safer to cross the road such as on a straight stretch of road and at pedestrian crosswalks, school crossings, traffic signals, and overpasses and underpasses. Crossing between parked cars should only be carried out when there is no other option.
- It is important to identify potentially dangerous crossing situations and move to a safer place to cross if necessary, especially when unsure of the speed of the traffic, the time it takes to cross, visibility in all directions, and weather and road conditions.
- Where footpaths are not provided, pedestrians should walk facing oncoming traffic, well away from the edge of the road.
- The stop, look, listen and think crossing procedure should always be used when crossing roads.
- Wait until the bus has moved away before crossing the road using the stop, look, listen and think procedure.
- Use pedestrian gates at railway crossings and with adult supervision. To cross railway tracks where pedestrian gates are not available, use the stop, look, listen and think procedure and check in both directions

for trains.

- There are safer routes to walk to and from school and within the local area.
- Peers, friends and family can influence decisions and attitudes about road safety.
- Pedestrians have a responsibility to act safely and make decisions that reduce their own and other road users' likelihood of involvement in traffic crashes.

### Key skills

- Generate decisions for a range of pedestrian-related situations and assess the positive and negative consequences of these decisions.
- Practise estimating stopping distances for cars and crossing times for pedestrians.
- Identify attitudes to road safety and share these with others.
- Listen when others share their ideas.
- Cooperate and communicate effectively with others
- Work effectively in a team to make decisions and achieve a goal.

## General capabilities in the Australian Curriculum








The general capabilities of the Australian Curriculum comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

### Addressing the Australian Curriculum General Capabilities through Challenges and Choices

Activity		page
<b>TUNING IN</b>		
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#### Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Ethical understanding
-  Personal and social capability
-  Intercultural understanding

## TEACHER NOTES

Being a pedestrian is a normal part of childhood in Australia. Active transport (walking, cycling and using public transport) are important for young people's transportation and physical activity. However road transport crashes are one of the major causes of injury death among young people in Australia.

Pedestrians are considered vulnerable road users largely due to their lack of protection and limited biomechanical tolerance to violent forces if hit by a vehicle. In a collision with a vehicle, pedestrians are unprotected and are at a greater risk of injury or death compared with most other road users.<sup>1</sup>

### Why is the risk of injury in young people so high?

Youth is a period of transition when adolescents mature into self-dependent adults. Young people begin making their own decisions at this stage in life, which can affect both their long and short term health and wellbeing.

Research suggests that in spite of their confidence that they know what to do around roads and traffic, there are a number of factors which combine to put young people at greater risk of injury than other age groups. Risks associated with being young include:

- **Overestimate their road skills and have a sense of invulnerability**
- **New levels of independence**  
Young people generally start being more mobile during adolescence. They travel more on their own or with friends than they used to, and have lower levels of adult supervision. Young people must learn how to manage their own safety.
- **Inexperience with alcohol and experimentation with alcohol and other drugs**  
Adolescence is also a time of heightened risk of injury due to increasing exposure to adult activities such as alcohol use, driving and employment typically in situations of decreasing parental supervision.<sup>2</sup>

1 Devlin, A., Oxley, J., Corben, B., Logan, D. (in press). *Toward Zero Pedestrian Trauma*. MUARC report series.

2 Youthsafe website [www.youthsafe.org/factsnfigures/facts-a-figures.html](http://www.youthsafe.org/factsnfigures/facts-a-figures.html) viewed 10 December 2012.

- **Still developing maturity, hazard perception and decision-making skills**  
Adolescents and young adults are particularly vulnerable to injury because development of executive brain function and appreciation of risk is continuing in this period.<sup>3,4</sup> The area of the brain related to these functions is generally still developing in young people into their 20s.
- **Peer pressure**  
At no time is the influence of peers greater than it is in adolescence. Young people are often motivated by the short term gain of impressing their mates over the longer term concerns of health and safety.
- **Risk-taking tendencies**  
Whilst the risk-taking behaviour of adolescents can be considered a normative developmental process<sup>5</sup>, it undoubtedly has serious injury consequences. Research with adolescents has revealed that risk-taking behaviour is more prevalent among males, early school leavers, as well as youths with less parental supervision, peers who also actively engage in risk-taking behaviours, negative attitudes to authority and high alcohol use.<sup>6</sup>
- **Catching public transport**  
Using public transport may be a new experience for many Year 6 students and they often do not have the skills needed to travel safely by bus or train. Students rushing to catch the bus to avoid being late for school or to catch a train home may make quick decisions without properly assessing the traffic environment.
- **Distracted easily**  
Young people often listen to music, or use their mobile to talk or text while walking. These distractions interfere with a young person's ability to concentrate and hear traffic sounds alerting them to potential hazards. Giving the road their full attention and taking time to check traffic carefully before stepping out onto the road while crossing, and especially when with friends, also contributes to their risk as a pedestrian.

3 Kelley, A.E., Schochet, T. & Landry, C.F. (2004). *Risk taking and novelty seeking in adolescence: Introduction to Part I. Annals of the New York Academy of Sciences*, 1021, 27-32.

4 Steinberg, L. (2005). *Cognitive and affective development in adolescence. Trends in Cognitive Sciences*, 9(2), 69-74.

5 Lerner, R. & Galambos, N. (1998). *Adolescent development: Challenges and opportunities for research. Annual Review of Psychology*, 49, 413-46.

6 Jessor, R., Van Den Bos, J., Vanderryn, J. & Costa F.M. (1995). *Protective factors in adolescent problem behaviour moderator effects and developmental change. Developmental Psychology*, 31 (6), 923-33.

## Crossing the road

Pedestrians should always use the systematic search strategy when crossing a road or railway tracks. The steps are:

1. **Stop** well back from the kerb and road edge.
2. **Look** for traffic in all directions.
3. **Listen** for traffic coming in all directions.
4. **Think**, is it safe to cross.
5. **Cross** the road (or tracks) when there is no approaching traffic while still continuing to look and listen in case the situation changes.

## Safer places to cross

Whenever possible, pedestrians should choose a place to cross the road that provides a clear view of traffic in every direction and where drivers can easily see the pedestrian.

There are designated places to cross in a traffic environment. These include:

- **School crossing** – these are usually located outside schools or on the busy roads close to the school. Traffic wardens are employed to assist pedestrians to cross.
- **Pedestrian crossings** – occur on busy roads and are signalled by signs placed before the crossing and large white stripes painted on the road surface. These are sometimes referred to as 'zebra crossings'.
- **Island crossing** – occur where the road is a dual carriageway with an island strip in the middle. Pedestrians should use the cross to the island and stop to assess if it is safe to continue before crossing to the other side.
- **Signal crossing** (or traffic lights) – are placed at busy intersections to help pedestrians cross the road. By pressing the button located on the traffic pole, a green 'walk' signal with the outline of a pedestrian, will appear. The signal provides adequate time for

pedestrians to cross safely before the red 'don't walk' signal appears. Pedestrians should not commence to cross if the 'don't walk' phase is flashing or showing.

- **Railway level crossing** – are authorised locations where a road and railway line intersects at the same level allowing road users (including pedestrians and cyclists) to travel over the railway tracks. There are five types of railway level crossings including pedestrian.
- **Pedestrian footbridge, underpass or overpass** – located strategically to assist pedestrians to walk over or under busy roads and intersections

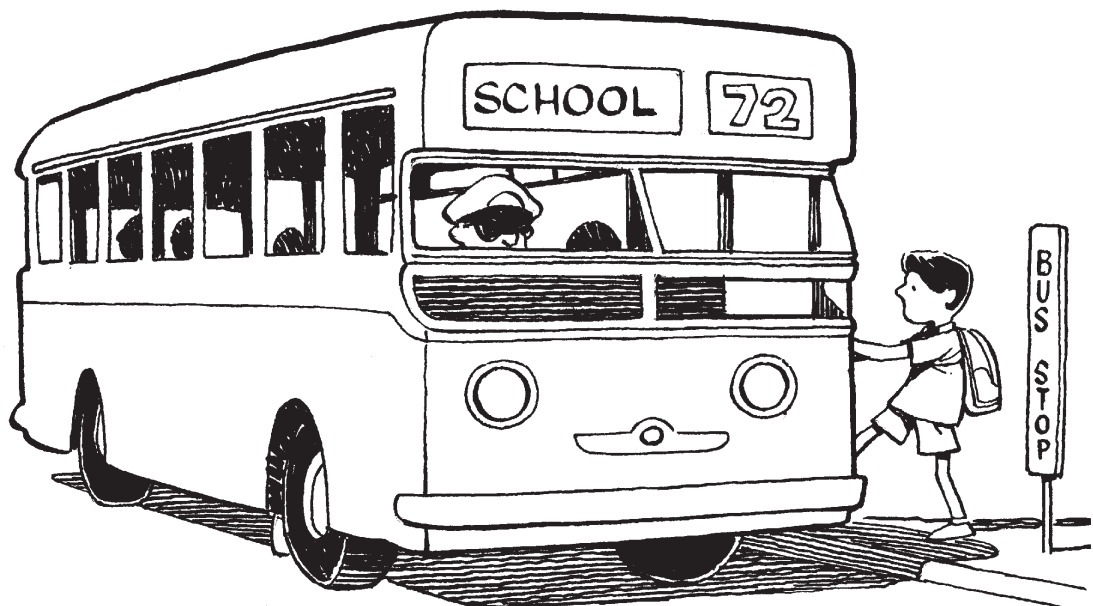
## Crossing between parked cars

Crossing between parked cars is obviously not the safest option however when this cannot be avoided, pedestrians should:

- Select a gap between two cars (not a truck or a bus).
- Make sure the gap is not a driveway or a space big enough for a car to enter or park.
- Walk to the outside corner of the car and stop (ie in line with the outside edge of the cars) where traffic can be seen in all directions and drivers can see the pedestrian.
- Check that neither vehicle has a driver as the driver may be getting ready to reverse or move off into traffic and will not be able to see a small child.
- Use the stop, look, listen and think procedure to cross.

## No footpath

Pedestrians are not permitted to walk on roads and should use footpaths, shared paths and nature strips. When walking on nature strips, pedestrians should walk facing oncoming traffic. When a vehicle such as truck, semi-trailer or road train is coming, and a pedestrian is close to the road edge, the pedestrian should walk as far away



from the road as possible and wait until it has passed before continuing on their journey. Often these large vehicles produce a 'wind' that can unbalance a pedestrian.

### Pedestrians waiting for public and community transport

While waiting at the bus stop pedestrians should:

- Wait as far away from the road side as possible.
- Not play games that involve running or using equipment that may roll onto the road.
- Keep sport equipment in a bag so items do not roll onto the road.

### Pedestrians after disembarking a bus

Pedestrians are more likely to be injured after disembarking a bus when they choose to cross the road in front or behind the bus. It is safer for pedestrians to wait until the bus has moved on at least 20 metres allowing the pedestrian to see traffic in all directions and drivers to see the pedestrian.

In country areas where students use buses to travel to school, parents should wait or park their car on the same side of the road as the pick up and drop off area reducing the need for children to cross the road.

### Pedestrian rules

Pedestrians must comply with road rules such as:

- cross by the shortest safe route and do not stay on the road longer than needed to cross safely which means no jaywalking
- use a designated pedestrian crossing or traffic light if it is within 20 metres of where you want to cross
- not crossing a railway line at a level crossing if there is a path, bridge or other structure within 20 metres designed for the use of pedestrians at the crossing

### Road signs and signals

- Pedestrians and cyclists must comply with some road signs and signals (eg shared path, pedestrian phase signals and crosswalks).
- Children must understand that a green light on a normal traffic signal does not mean walk for a pedestrian. They should interpret the green light as a signal to use the systematic search strategy before crossing.
- Traffic signals with a pedestrian phase indicate when it is appropriate to cross after checking that cars have stopped or are not still in the process of turning the corner.

### Promoting active transport

- One way to increase physical activity levels among WA primary students is for schools to encourage students to walk, cycle, scooter or take public transport to and from school. These modes of transport are known as active transport.

- In a recent survey, only 32% of WA primary school aged boys and 26% of primary school aged girls report to have actively commuted to school on the previous day. Children who actively travel to school are reported to be more alert on arrival than those transported by car.<sup>7</sup>
- More than two out of three WA children are driven to and from school each day, even though many live within two kilometres of school.<sup>8</sup>
- A supported active transport environment:
  - ◉ Improves self confidence among young road users and helps develop important road safety skills.
  - ◉ Improves road safety and congestion around schools by reducing traffic.
  - ◉ Helps make a school and surrounding community feel safer by having more people out and about and more 'eyes' around the school.
  - ◉ Encourages parent involvement in physical activity. Children with parents as active role models are more likely to be active.<sup>2</sup>
  - ◉ Helps the community's impact on climate change by reducing pollution through car emissions.

### Useful websites

- Office of Road Safety  
[www.ors.wa.gov.au](http://www.ors.wa.gov.au)
- Department of Transport  
[www.transport.wa.gov.au](http://www.transport.wa.gov.au)
- Heart Foundation  
[www.heartfoundation.org.au](http://www.heartfoundation.org.au)
- WALGA RoadWise  
[http://www.roadwise.asn.au/resources/resources/schools/index\\_html](http://www.roadwise.asn.au/resources/resources/schools/index_html)
- Main Roads WA  
<http://www.mainroads.wa.gov.au/UsingRoads/PedestriansCyclists/Pages/PedestriansCyclists.aspx>
- TravelSmart  
[www.travelsmart.gov.au](http://www.travelsmart.gov.au)

7 Martin, K., Rosenberg, M., Miller, M., French, S., McCormack, G., Bull, F., Giles-Corti, B., Pratt, S. Move and Munch Final Report. *Trends in physical activity, nutrition and body size in Western Australian children and adolescents: the Child and Adolescent Physical Activity and Nutrition Survey (CAPANS) 2008*. Western Australia: Western Australian Government; 2010.

8 *Children's Physical Activity Coalition. Charter for Active Kids: a Blueprint for active and healthy children in Western Australia* [Internet]. 2009 [cited 2010 Jun 18]. Available from: [http://www.heartfoundation.org.au/SiteCollectionDocuments/Charter%20for%20Active%20Kids\\_2007.pdf](http://www.heartfoundation.org.au/SiteCollectionDocuments/Charter%20for%20Active%20Kids_2007.pdf)

## ACTIVITY 1

### What do I know and think about pedestrian safety

#### Preparation

- ▶ A pair of dice
- ▶ **Activity sheet** *Beat the buzzer* – photocopy one per student or place on interactive whiteboard
- ▶ **Activity sheet** *Answers to beat the buzzer questions*
- ▶ Post-it notes or small slips of paper – several per group

- Divide the class into two teams. Have each team decide on a 'team sound' which will be used as a buzzer in the game (eg car name, footy team, colour). Give each student a copy of *Beat the buzzer*. Allow time for teams to read through the questions and discuss briefly.

Invite a student from each team to move to the front of the class. Give each student a die. Nominate one student to roll for a number to determine the vertical axis and the other to roll for the horizontal axis in order to choose a question on the activity sheet ie the question at vertical 2 and horizontal 4 would be 'A pedestrian's judgement is impaired after drinking alcohol and their reflexes are not as quick.'

Explain the rules of the game. The student who first puts their hand up or shouts out their team sound can answer the question. If the student answers the question correctly they stay in the game and the other student is out and a new player from their team moves to the front of the class. If the student is incorrect or too slow in answering the question, they are out and a new player from their team is called for, and the other player stays in the game.

Use the *Answers to beat the buzzer questions* (refer to page) to check the answers. Tick the questions answered incorrectly by students and use this list to plan future activities.

Continue this process until all questions have been answered or all students have had a turn in the game.

#### Ask

*What was one thing you learnt that surprised you about road safety and road trauma?*

*What is one road rule a pedestrian must obey?*

*If you knew the answers to some of the questions, where did you learn this information?*

*What can you do to reduce the likelihood of being injured or killed when you are travelling as a pedestrian? (eg make safe decisions; follow the road rules; cross in safe places)*

- Have groups identify the **muddy points** (refer to page 205) about road rules and pedestrian safety (ie they identify something that they are still not clear about) and write this on a piece of paper or post-it note.

Display the muddy points on the board and as the class work through this focus area, remove the questions as they are covered. The muddy points can also be used to guide the selection of activities from this resource.

Teachers should be mindful of families who do not comply with road rules. However it is important for students to understand that travelling as a pedestrian has potential risks and that complying with road rules through safe behaviour can reduce their likelihood of crash involvement.



# Beat the buzzer

	1	2	3	4	5	6
1	By law, you can cross a road near a pedestrian crossing if the road is clear or the traffic has stopped.	A pedestrian has the right of way over a cyclist on a shared path.	A car travelling at 100km/h takes twice the distance to stop for a pedestrian as a car travelling at 50km/h.	If you have been drinking alcohol, walking home from a party is the best way to get home safely.	When there is no footpath and you have to walk on the nature strip or road, you should walk on the right hand side facing oncoming traffic.	You may stop and talk to friends while using a pedestrian crossing.
2	You can cross at a traffic signal when the green walk man is flashing.	Footpaths are only for pedestrians.	Cars will always stop at a pedestrian or children's crossing.	It is safer to wait for the bus to move away before crossing the road.	Bus drivers will only pick up passengers if they are standing close to the road at the bus stop.	Pedestrians do not have to walk straight across roads.
3	Pedestrians make up about 12% of those killed on Western Australian roads each year.	Pedestrians are vulnerable road users because they are unprotected if involved in a crash.	Children under 14 years of age are at risk as pedestrians.	Children are higher risk pedestrians because of lack of experience and undeveloped skills needed to be safe road users.	Adults should always accompany young children around traffic.	Adults older than 60 are also at high risk as pedestrians.
4	Many pedestrians are injured or killed because they have had too much alcohol.	A pedestrian's judgement is impaired after drinking alcohol and their reflexes are not as quick.	There are many safety features in the traffic environment that aim to stop pedestrian injuries.	Pedestrians have a responsibility for their own safety and the safety of other road users.	Reducing speed limits in areas where pedestrian use is high can improve pedestrian safety.	Almost everyone is a pedestrian and should be concerned about their safety when using the road system.
5	On average, 5 child pedestrians die on WA roads each year.	The older the child, the less likely they are to be involved in a crash.	In most crashes involving a pedestrian, the pedestrian was at fault.	Making sure you are visible to drivers is a good idea	Using pedestrian crossings, overpasses and underpasses can increase pedestrian safety.	Knowing the safer way to walk to and from school is a good idea.
6	By law, pedestrians must cross at pedestrian crossings and traffic signals if they are within 20 metres.	Never assume a driver has seen you because you have seen them.	Some vehicles are designed to reduce the level of injury to pedestrians.	Pedestrians must use footpaths, shared paths and nature strips if they are available and not walk on the road.	You do not need to use stop, look, listen and think every time you cross the road.	Walking only has physical benefits.



## Answers to beat the buzzer questions

	1	2	3	4	5	6
1	<b>A: False</b> Pedestrians must use the pedestrian crossing if within 20 metres.	<b>A: True</b> Pedestrians always have right of way over vehicles including bicycles.	<b>A: False</b> It will take 4 times the distance in ideal conditions.	<b>A: False</b> Pedestrians under the influence of alcohol or other drugs are at high risk of crash involvement.	<b>A: True</b> Pedestrians should walk on the nature strip or edge of the road facing oncoming traffic.	<b>A: False</b> Pedestrians are to move quickly across a crosswalk.
2	<b>A: True</b> The green walk sign indicates that pedestrians can move across the crossing.	<b>A: True</b> Footpaths are pedestrian use although children up to 12 years of age are permitted to ride on footpaths.	<b>A: False</b> Pedestrians should not believe that all traffic will stop at crosswalks and traffic signals.	<b>A: True</b> A pedestrian's vision will be blocked when trying to cross the road from behind the back of a bus.	<b>A: False</b> Pedestrians can flag a bus down from the footpath away from the road edge.	<b>A: False</b> It is illegal to 'jaywalk' across a road.
3	<b>A: True</b> Road crash statistics show that about 12% of all fatalities are pedestrians.	<b>A: True</b> A pedestrian has no protection when hit by a vehicle.	<b>A: True</b> Children under 14 and people over 60 and those who have drunk too much alcohol are at risk as pedestrians.	<b>A: True</b> Children are still developing the skills needed to be safe road users.	<b>A: True</b> Young children cannot make safe decisions in traffic and need an adult to supervise them and assess hazards.	<b>A: True</b> Adults over 60 have changes in their mobility and deteriorating eye sight and hearing which makes it harder for these people to judge distances and the speed of traffic.
4	<b>A: True</b> Alcohol is attributed to pedestrian road crashes as reflexes and decision making is affected.	<b>A: True</b> Judgement and reflexes can be impaired through alcohol use.	<b>A: True</b> The Safe System approach implements pedestrian strategies.	<b>A: True</b> Pedestrians are responsible for making decisions that contribute to their own safety and the safety of other road users.	<b>A: True</b> The speed that a car travels and the safety features of a vehicle each contribute to the reduction of pedestrian injuries.	<b>A: True</b> All pedestrians need to be cautious and make safe decisions when walking.
5	<b>A: True</b> On average, 5 children aged under 16 years are represented each year in pedestrian fatalities.	<b>A: False</b> Injuries increase for child pedestrians as they get older.	<b>A: True</b> In 76% of pedestrian crashes the pedestrian is at fault.	<b>A: True</b> Increasing visibility in the traffic environment is a safe behaviour.	<b>A: True</b> These pedestrian crossing facilities aim to provide a safe crossing area for pedestrians.	<b>A: True</b> Pedestrians should plan a route that is safe and where possible includes facilities that are designed for crossing roads.
6	<b>A: True</b> Pedestrians must cross if these places are within 20 metres.	<b>A: True</b> Driving is a complex activity and not all objects within the traffic environment are spotted by drivers.	<b>A: True</b> Safety testing of vehicles includes pedestrian impact in a crash.	<b>A: True</b> It is against the law to walk on the road.	<b>A: False</b> Stop, look, listen and think should always be used when crossing roads, train tracks, crosswalks etc.	<b>A: False</b> Walking has physical, social and environmental benefits, and is a form of active transport.

## ACTIVITY 2

### Get the facts on pedestrians

#### Preparation

- ▶ Internet access
- ▶ A4 paper – one sheet per student
- ▶ **Family information sheet** *Pedestrian safety* – photocopy one per student

- Direct students to the Office of Road Safety website to view the latest road crash statistics at <http://www.ors.wa.gov.au/Statistics.aspx>. Explain that statistics are created under headings such as types of road user (ie passenger, driver, pedestrian, cyclist and motorcyclist), age and gender, regional and metropolitan areas, and causal factors such as speed, alcohol, fatigue and non-use of restraints.

Have students find information related to their age group and gender, location, and in particular as a pedestrian. Point out that statistics do not always show all of the contributing crash factors (eg the emotional state of the road user at the time, and events in the road user's life that may have lead to the crash).

- Explain the **eight square** strategy (refer to page 203) and distribute a sheet of paper to each student. Students are to gather information about young pedestrians and their involvement in road crashes and write this on their sheet.
- Students use the information gathered during the eight square to write a summary of their findings in relation to pedestrian crashes and answer the following questions.

#### Ask

*What do the Western Australian road crash statistics show about young people?*

*How are most young people in Western Australia usually injured or killed in a road crash?*

*Are young people at risk as pedestrians in the traffic environment? Why?*

- Send home a copy of *Pedestrian safety* with each student.





# Pedestrian safety

**Pedestrians, along with cyclists and motorcyclists, are collectively classified as vulnerable road users due to their lack of protection in a collision. Especially vulnerable are children under 14 years of age.**



## Age

Children are at higher risk as pedestrians due to their lack of experience and skills needed to be a safe road user, and therefore should always be supervised around traffic by adults.

## Visibility

One of the key factors involved in pedestrian crashes is that other road users do not see them until it is too late, or that they step out from concealed locations.

Because of their height, children are not always visible. Teach your child to choose places to cross where drivers can easily see them. Crossing between parked cars can be dangerous and where possible should be avoided.

Light coloured clothing can increase the visibility of pedestrians in traffic, especially at night.

## Rules for pedestrians

As for other road users, specific road rules apply for pedestrians. Failure to obey these rules is often a contributor to pedestrian crashes. To minimise the risk of being involved in a crash, pedestrians should always use crossings and obey the signals.

## Crossing roads

Your child should always – **Stop, look, listen and think** – to help them decide if it is safe to cross the road.

Choosing a safe place to cross is something that your child needs to learn. Take a walk in the local area and help your child to decide places where it would be safer to cross and those that could be potentially dangerous such as on a bend or corner, and over a multi-lane road with no crosswalk.

If your child uses a school crossing, teach your child to:

- always follow the instructions of the traffic warden
- check that all traffic has stopped before stepping onto the crossing
- use the stop, look, listen and think procedure if the crossing is not supervised.

## Railway level crossing

Using a pedestrian crossing on the rail is like using any other pedestrian crossing – you have to obey the safety signs.

1. Stop and wait when the red lights are flashing, and the automatic gates are starting to close.
2. Never walk around the gates, as the train will be close and there could be a second train approaching.
3. Never jump or push open fences, gates or barriers. Even if the train has passed, there are two train lines and a train could be coming from the other direction.
4. Once the red lights and warning sounds have stopped and the gates have opened, it is safe to cross the train lines.

Thank you for playing a vital role in your child's road safety education.

## ACTIVITY 3

### Responsible pedestrian behaviours

#### Preparation

- ▶ **Activity sheet** *Responsible pedestrians – A3* photocopy one per student
- ▶ Computer access

- Place students in groups of four and distribute copies of *Responsible pedestrians*.

Explain that each group will be given five minutes to complete a **graffiti** (refer to page 204) by writing a range of responsible pedestrian behaviours on the activity sheet. Stress that students need to consider responsible behaviours when entering and exiting vehicles and not just while they are making a journey (eg check for cars entering or exiting adjacent car bays when getting into a car in a parking area, waiting for a bus to move away before crossing the road). Each behaviour must also be justified in the 'why' column of the graffiti sheet (see example provided). Have the group decide who will be responsible for: writing on the sheet; time keeping and keeping the group on task; asking clarifying questions; and reporting back to the class.

Being a responsible pedestrian	Why?
Use the stop, look, listen and think steps before crossing.	These steps give a pedestrian the time and information required to make a decision about crossing.
Do not cross the road between cars that are in a queue.	Drivers are concentrating on driving and other vehicles and do not expect pedestrians to be at the front or behind their vehicle.

When the nominated time has lapsed, ask groups to pass their graffiti sheet onto the next group. This process is repeated until groups have contributed to all of the graffiti sheets. Make sure that groups receive their original graffiti sheet back for the next step.

- Groups read through the responsible behaviours listed on their graffiti sheet and decide which three behaviours would most likely keep a pedestrian safe. For example students may decide that using the stop, look, listen and think steps before crossing should rank higher than getting in through the safety door of a car. Discuss each group's rankings as a class.

- Conduct a **toss a die** strategy (refer to page 210) using the following questions.

#### Ask

*What can you do to travel safely as a pedestrian to school, to home and to other places in our local community?*

*If you were to tell someone else the most important thing to do to stay safe as a pedestrian, what would it be?*

*Sometimes we don't always do what we know we should do. What or who might change your intention to behave responsibly around roads?*

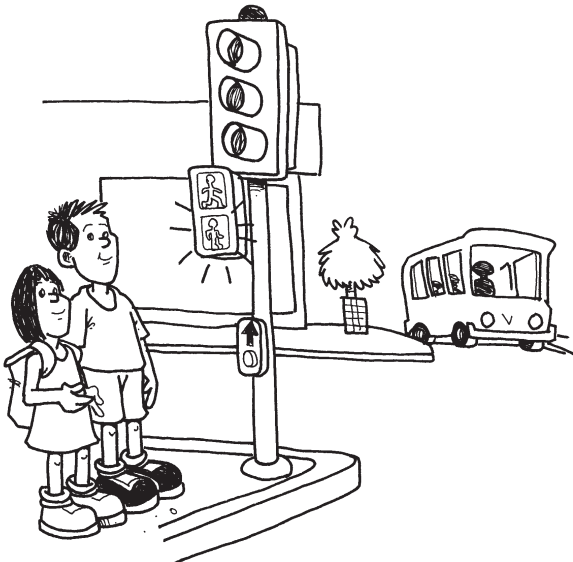
*What strategies can you use if your friends or peers ask you to act in an unsafe way when out walking?*

*What are two rules pedestrians must know?*

*Where are two places that you can safely cross the road on your way to school? Why?*

- Students use a drawing program to create a 'perfect pedestrian' poster that includes tips on how to be a responsible and safe pedestrian.

# Responsible pedestrians

Responsible behaviour	Why?
	

## ACTIVITY 4

### Stopping distances

#### Preparation

- ▶ **Activity sheet** *Stopping distances* – photocopy one per student
- ▶ Trundle wheels or 100 metre measuring tape – class set
- ▶ Chair
- ▶ Speed signs for 40, 50, 60, 70, 80, 90, 100 and 110km/h
- ▶ **Activity sheet** *Being persuasive* (page 131 Focus area 3) – photocopy one per student
- ▶ **Family information sheet** *Headphones, mobile phones and pedestrians* – photocopy one per student

- Read the following scenario to the class.

#### Scenario

Toni is playing with her soccer ball on the side of the road. She accidentally toe kicks it onto the road and races out to get her ball. A car is travelling towards Toni who is about 45 metres ahead on the road. Will the car be able to stop in time?

- **Brainstorm** (refer to page 200) the factors that may affect the stopping distance of the car. For example:
  - ⊙ the driver eg reaction time, age, experience, fatigue, alcohol or other drugs, distractions
  - ⊙ the environment or conditions eg busy road, wet weather, the road surface, sun in windscreen
  - ⊙ the vehicle eg condition of the brakes and tyres, size, travelling speed.
- Write the equation: reaction distance + braking distance = stopping distance on the board. Explain that the time or distance it takes a vehicle to stop (stopping distance) is the combination of the time it takes a driver to react and process information (reaction distance) and the distance it takes the vehicle to stop after the driver has applied the brakes (braking distance).
- Take students outside to an open space. Place a chair to represent a car. Ask the class to guess how far 45 metres is and have a student volunteer stand at that distance to represent Toni. Measure the distance to check if the class guessed correctly.

Hand out each of the speed signs and ask students to place themselves where a vehicle travelling at that speed would stop. Measure the distances and discuss using the actual stopping distances provided on the activity sheet (total the reaction and braking distances).

- Back in class, distribute a copy of *Stopping distances* for each student to complete.

#### Ask

*Would the travelling speed of a vehicle determine the injuries a pedestrian may sustain if hit?*

*What might change the stopping distances? (eg wet weather, a tired or distracted driver, sun glaring into the driver's eyes)*

*What do pedestrians need to be aware of when crossing a road in wet weather? (eg the stopping distance will be more than doubled so pedestrians need to give cars more distance to stop; visibility is low)*

*What precautions can a pedestrian take to allow for the different stopping distances of vehicles? (Make sure you give a driver enough time and distance to stop. Allow a safe distance between yourself and approaching cars when crossing a road. Always cross roads where you can see traffic and the drivers have a clear view of you.)*

*Would a semi-trailer travelling at the same speed as a family car be able to stop in the same distance? (No.*

*Explain to students who walk in areas where heavy haulage vehicles are common that due to the vehicles size it takes longer to come to a complete stop.)*

*Do you think the speed limit around schools should be lower than 40km/h? Why?*

*Do you think the speed limit on local roads should be lower than 50km/h? Why?*

- Distribute a copy of *Being persuasive* to each student and discuss the elements of persuasive writing. Have students write a letter asking the Government to reduce the speed limit around schools to 20 km/h.
- Send home a copy of *Headphones, mobile phones and pedestrians* with each student to share with their family.

Prepare a sign for each of the speeds listed on the activity sheet before taking students outside.

# Stopping distances

**If Toni runs out onto the road 45 metres in front of a car travelling towards her, how long will it take the car to stop?**

**The answer to this question depends on...**

**Reaction distance** = the distance a vehicle continues to travel while the driver thinks about and processes the information needed to stop the vehicle

**Braking distance** = the distance the vehicle continues to travel once the brakes are applied

**Stopping distance** = the total distance a vehicle travels to come to a complete stop from the time the driver first decides to stop, including the reaction distance and the braking distance



So think about Toni's scenario and use the information about reaction and braking distances to decide if the car will stop in time.

	Reaction	Braking	Stopping distance	Did the car stop in time?
40 km/h	11m	9m		
50 km/h	21m	14m		
60 km/h	25m	20m		
70 km/h	28m	29m		
80 km/h	34m	35m		
90 km/h	18m	43m		
100 km/h	20m	56m		
110 km/h	22m	68m		

Would a car travelling at 40km/h in a school speed zone area be able to stop in time before hitting a child who has stepped onto the road 10 metres in front of the car?

How will you be able to use this information when you travel as a pedestrian?

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Write 2 things you would tell someone else about stopping distances and being a pedestrian.

1. \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_





# Headphones, mobile phones and pedestrians

There is increasing concern about the near trance-like state people can apparently enter while using mobile phones and MP3 players. Psychologists call this 'divided attention' or 'inattentional blindness'.



The distraction caused by sound coming through headphones can make a pedestrian forget about looking out for cars and miss sounds that could warn of danger and approaching traffic.

## If your child uses these devices, talk about these safety tips

- Be alert! Always stop, look, listen and think before stepping out onto the road.
- Take out your headphones as soon as you get to any road so you can hear vehicles and concentrate on crossing the road.
- Hang up your phone and don't answer text messages while crossing a road.
- As you cross the road keep looking both ways for approaching traffic.



Thank you for playing a vital role in your child's road safety education.



## ACTIVITY 5



### Web walking

#### Preparation

- ▶ Internet access
- ▶ **Activity sheet** *Web walking* – photocopy one per student

- Explain to students that most Western Australian students come to school by car even though most live less than 2 kilometres from their school. Discuss possible reasons for why students travel to school this way.

Survey the class to determine how many students:

- ⊙ walked to school today
- ⊙ cycled to school today
- ⊙ came by public transport or school bus to school today
- ⊙ came by car to school today.

Explain that walking, cycling and using public transport are known as modes of 'active' transport.

#### Ask

*What are some advantages of travelling by car to get to school? (eg convenient, fast, not dependent on weather, not dependent on availability)*

*What are some disadvantages of travelling by car to take these trips? (eg reduction of physical activity and fitness; greenhouse gas emissions; traffic congestion around school; cost of fuel and maintenance; lack of community interaction; frustration and road rage)*

*Which types of active transport would be better for the environment? Why?*

*Which types of active transport would help keep you fit and healthy? Why?*

*Which types of active transport would provide opportunities for community interaction?*

*What are some factors that might stop you from choosing the active transport modes to get to and from school each day? (eg convenience, cost, time, weather, parental support, access to bikes and public transport)*

*What things would need to happen at our school to encourage more students to use active transport to get to and from school?*

- Form students into small groups and distribute copies of *Web walking*. Nominate either the Department of Transport or Heart Foundation website to each group. Explain that students are to complete the questions on the activity sheet and be prepared to share their answers.

- Explain the **jigsaw** strategy (refer to page 204) and form groups that have students who have researched each website. Students share the information found during the web walk.

#### Ask

*What was the most useful information you learnt during this activity?*

*Which website could our class use to plan a walk to school event?*

*What would you tell someone else about these websites? If you were going to develop a website that encouraged young people to use active transport what information would you include? Why?*

- Students write an insert for the school newsletter encouraging the community to use active transport modes to travel to and from school. The insert should include information gathered from the website activity, such as pedestrian safety tips.

## Web walking

Walking is a great way to be active and get from place to place. Take a look at the Department of Transport and Heart Foundation websites and answer the questions.



### Department of Transport [www.transport.wa.gov.au](http://www.transport.wa.gov.au)

1. What resources are there to help you choose a walking trail?
2. If our school wanted to look at ways to increase pedestrian safety, what information on the website would be useful?
3. Is there a walking group in your local area?
4. What is a Walking School Bus™?
5. Write two walking events that happen each year in WA?
6. Does this website give you tips about walking safely? Write two of these tips.

### Heart Foundation [www.heartfoundation.org.au](http://www.heartfoundation.org.au)

1. What are three benefits of walking?
2. What are two tips to help everyone get out walking?
3. Is there a walking group in your area?
4. What is the recommended 'sitting time' for children your age?
5. What resources are there to help you plan a walk in a park?
6. Does this website give you tips about walking safely? Write two of these tips.

- 
- Which website would you use if you were planning to walk to and from school?
  - Which website would you use if you were planning to increase your physical activity?
  - Find other websites that give information about active transport and pedestrian safety and write the URL.



## ACTIVITY 6

### Assessing risks for pedestrians

#### Preparation

- ▶ **Strategy sheet** *High, low* – photocopy one set of cards
- ▶ **Activity sheet** *Assessing risks for pedestrians* – photocopy one card per student
- ▶ **Activity sheet** *Safer places to cross roads* – photocopy one per student
- ▶ Internet access
- ▶ Materials for making a board game – class set

- Ask students what is meant by the word 'risk' (eg danger; hazardous; taking a chance; a behaviour or action that has a range of both positive and negative outcomes) and 'risky' (eg a behaviour or action that has a high possibility of negative outcomes).

Students share experiences of 'near misses' as a pedestrian. Remind students of the 'no name rule'.

#### Ask

*Why did these near miss situations happen? (eg illegal behaviour, incorrect judgment, age, skills and experience can contribute to crashes involving pedestrians)*  
*Did the situation only happen because of something you did or didn't do?*  
*What might you do differently so that you don't end up in a dangerous situation as a pedestrian?*

- Set up a **values continuum** (refer to page 210) using the 'high' and 'low' signs. Distribute a card from *Assessing risks for pedestrians* to each student.

Explain students are to consider the situation identified on their card and then stand at a position along the continuum that represents the level of possible risk for the pedestrian. Remind students there is no right or wrong answer and that it is their interpretation of the situation.

Encourage students to share their pedestrian situation with others standing nearby and continue moving along the continuum until they have reached a decision about the possible level of risk.

Invite students to share the reason behind their placement on the continuum with the class. After listening to this discussion, ask students to reassess the situation on their card and move if they decide their initial assessment was incorrect.

Ask students to identify the factor or factors in their scenario that prompted them to choose the high risk end of the continuum. Have students identify what the pedestrian could do to reduce the level of risk. For example, a pedestrian crossing a road listening to music through their earphones could only have one ear plug in or not listen to the music at all.

#### Ask

*What helped you to decide the possible level of risk for the pedestrian in your scenario?*  
*Why were there different perceptions of the level of risk amongst our class?*  
*Why might young people take risks when out walking?*  
*Do pedestrians have to obey the road rules? What are they?*  
*Why should pedestrians take responsibility for their own actions? (eg unsafe behaviour may cause injury or interfere with the safety of other road users)*

- Watch the crossing the road video clip at <http://talesoftheroad.direct.gov.uk/>. Have students write five things that they wouldn't be able to do if they were injured.
- Distribute copies of *Safer places to cross roads* for students to complete.
- Students develop board games to promote safe pedestrian behaviour and highlight possible risks in the traffic environment eg hazardous locations. Share the games with students in early childhood classes.

High risk activities can attract some young people. Where this interest is noted, one-on-one discussions should occur to discuss safer behaviour.

## Assessing risks for pedestrians

Crossing the road between two parked cars	Crossing the road between two parked cars during peak hour traffic
Crossing a suburban road where the speed limit is 60km/h	Crossing a multi-lane highway where the speed limit is 100km/h and there is no crosswalk
Walking home from sport training close to sunset	Crossing a railway track after a train has passed
Crossing a railway track after a train has passed but before the lights and bells have stopped	Walking home alone at night
Crossing a road on a crosswalk	Walking home at night after drinking alcohol
Walking home using a planned route	Crossing a road without using the stop, look, listen and think steps
Running across a wet road under an umbrella	Crossing a road listening to music through your earphones
While waiting for the school bus you are mucking around and play fighting with your mate	Practising your football/soccer/basketball/netball tricks at the bus stop
Crossing the road when a semi-trailer can be seen in the distance	Crossing over railway tracks where there is no pedestrian maze
Standing in the middle of the road waiting for traffic to pass	Crossing between cars that are queued at a stop sign
Walking behind a truck that has its reversing beeper going	Walking between cars in a car park
Jaywalking across the road	Wearing dark clothing, beanie and earphones while crossing roads
Walking behind a truck or bus to cross the road	An adult holding a young child's hand when crossing the road
Using traffic lights with a pedestrian signals	Crossing the road near but not on a crosswalk



# Safer places to cross roads

Tick the crossings that you use on your way to and from school. Why is each place safer for pedestrians to use when they cross?

Pedestrian crossing \_\_\_\_\_

\_\_\_\_\_

School crossing \_\_\_\_\_

\_\_\_\_\_

Traffic lights with pedestrian phasing \_\_\_\_\_

\_\_\_\_\_

Overpass/underpass \_\_\_\_\_

\_\_\_\_\_

Railway level crossing \_\_\_\_\_

\_\_\_\_\_

When should pedestrians use the 'islands' found in the middle of some roads?

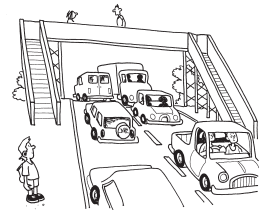
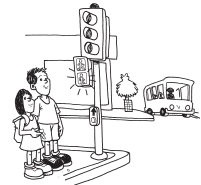
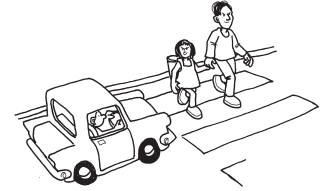
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you were going to explain to a Year 1 student the four steps to use when crossing a road, what would they be and why?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## ACTIVITY 7

### Managing influences on passenger behaviour

#### Preparation

- ▶ **Activity sheet** *Pedestrian decisions* – photocopy one situation card per group
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per group

- Discuss the difference between a ‘split second’ decision and a ‘planned’ decision. Ask students to give examples of each type of decision in a pedestrian safety situation. For example, deciding to jump out of the car in a car park without looking for cars exiting or entering is a split second decision; choosing to always walk a safe route to and from school, is a planned decision.

Discuss the consequences of some poor ‘split second’ decisions when travelling as a pedestrian. Explain that being a pedestrian requires students to make many decisions. Some will be easy to make such as using the stop, look, listen and think steps to cross a road, and some will be more difficult such as walking home late at night on a country road.

#### Ask

*What does influence mean? (eg persuasion, power, ability to make someone do or think something)*

*Who or what do you think influences the way you behave as a pedestrian? (eg friends, peers, family, time available, weather conditions, road safety campaigns, your road safety knowledge and skills, your road safety attitudes)*

*Who or what do you think influences you to behave safely as a pedestrian?*

*Who or what do you think influences you to behave not so safely as a pedestrian?*

*Do you feel confident telling your friends that you don’t want to do something?*

*What might your friends say to you if you told them to stop behaving unsafely?*

*How would you feel?*

*How do you think you would feel if your friend asked you to do something that was not safe while you were being a pedestrian, like playing chicken (ie dodging out onto the road) with the traffic?*

*What positive thoughts could you say to yourself when it’s just your own thoughts that make you feel like you should do something that is not safe (eg you think the other kids might think you are uncool if you don’t join in with them playing chicken near the road while you wait for the bus)?*

*What positive thoughts could you say to yourself when someone is pressuring you to do something unsafe as a passenger? (eg I can deal with this. I am not going to do something I don’t want too.)*

*How would you feel if your friend ‘dropped’ you because you didn’t want to do something?*

Stress that influence or pressure can be both a positive and negative thing (eg friends can influence you to walk safely and also to not walk safely) and that sometimes it can be our own thoughts that influence us to do something unsafe (eg we think that others might think we are not cool if we cross at the crosswalk rather than dodge between cars).

Place students in groups of three or four. Distribute a copy of a **decision-making model** (refer to page 203) to each group. Explain the model to students highlighting that decisions can have both positive and negative outcomes.

Allocate each group a scenario from the activity sheet to read and work through using the decision-making model sheet.

Listen to each group’s scenario and the decision that was made. Repeat the process for the remaining groups.

#### Ask

*Would the decisions you made in each problem on the worksheet have reduced the harms for the character?*

*Why is it useful to think about and plan decisions for situations that might happen in real life?*

*How could you be a positive influence on your friends’ pedestrian behaviour?*

*Do you always have time to stop and think about how you could deal with a situation in real life? (Students need to understand that often decisions have to be made quickly and on the spot. In these situations the responses that students have rehearsed can be called upon to keep themselves safe.)*

- Suggest to students that practising an answer can make it easier to respond when peers or friends may encourage unsafe behaviour.

Have students choose the scenarios on the activity sheet that could happen in real life and **role-play** (refer to page 207) these using the decisions made by the class. Alternatively have students identify situations where they have needed to make a decision to stay safe while travelling as a pedestrian. Some revision of assertive communication may be required before the groups plan their role-play.

Have groups watch each role-play and decide if the strategy used to avoid the harms is one they would use if faced with a similar situation.

### Ask

*How confident do you feel to tell someone that you want to cross at the crosswalk rather than trying to cross at another spot where it is difficult to see the traffic?*

*How confident do you feel about getting help if someone was annoying you each day when you walk home?*

*How confident do you feel to tell someone that you don't want to do something unsafe or illegal on public transport?*

*What could you say to someone you know very well who wasn't acting safely as a pedestrian?*

*Would you feel confident to tell someone you didn't know, and who wasn't acting safely while walking, to stop their unsafe behaviour?*

*What if the person was:*

- ⊙ *much older than you?*
- ⊙ *from another country where they didn't have the same road rules as Australia?*
- ⊙ *a small child who was walking with an adult?*

*Does practising making decisions about being a safer pedestrian make it easier to make decisions in real life?*

*Why or why not?*



# Making pedestrian decisions

## Situation 1

Vince and Joseph are best mates and walk home from school together each day. Vince is always careful and makes sure he doesn't do anything stupid. This morning the boys are running late for school and Joseph asks Vince to hurry up and make a dash across the road before the next lot of cars. Vince is worried that Joseph will get upset if he says 'no'.

What should Vince do or say?

## Situation 2

Sally and Fee are going on a school camp. They are walking to school with their backpacks and sleeping bags and can see that the bus is getting ready to leave. Sally starts to run ahead and is about to cross the road in front of the bus so the driver can see her and stops the bus for them.

What should Fee do or say?

## Situation 3

Daniel usually walks home with his older brother Ben but he has had to go to a special footy clinic. Daniel knows the way to walk home but because he is on his own he wants to get home quicker. He sees his mate Rocco cutting through the busy shopping centre car park and runs to catch up with him. The two boys come out onto a busy four lane road with no pedestrian crossing or median strip. Rocco starts to zig zag through the cars waiting at the lights. Daniel doesn't feel safe doing this.

What should Daniel do or say?

## Situation 4

Silvia and Gina live in the country. The girls get dropped off at the school bus stop each day on the same side as the bus stop. Today their brother has come to pick them up and has parked on the other side of the busy country road. Gina shouts, 'Hurry up there's a gap in the traffic, let's go now!' Sylvia can see a truck coming around the corner.

What should Silvia do or say?

## Situation 5

Millie has caught the train home with some friends from school. Millie notices that her friends haven't waited for the bells and lights to stop flashing before they start to cross the tracks. Millie is worried but she wants to stay with her friends.

What should Millie do or say?

## Situation 6

Mick and Catriona are walking home together and Mick has his new music player on. Catriona can hear music coming through Mick's ear plugs and knows that it must be really loud. When Mick gets to the corner he doesn't stop to look, listen and think and starts to step out on to the road. Catriona notices a taxi indicating to turn into the road Mick is crossing.

What should Catriona do or say?



## ACTIVITY 8

### Time to stop and reflect

#### Preparation

- ▶ **Activity sheet** *Safe travel quiz* – photocopy one per student
- ▶ Post-it notes – one per student

- Distribute copies of *Safe travel quiz* for students to complete on their own. Mark the quiz using the answers provided.
  - ◉ Question 1 – False. You must use a pedestrian crossing if one is available and you are within 20 metres of the marked crossing.
  - ◉ Question 2 – True. Cyclists should give way to pedestrians on shared paths. However a pedestrian does not have the right to intentionally obstruct a cyclist on a shared path and should look out for cyclists.
  - ◉ Question 3 – False. It will take four times the distance. In ideal conditions a car travelling at 50km/h can stop in approximately 35 metres whereas at 100 km/h it will take approximately 76 metres. When crossing a road, pedestrians need to consider stopping distances and allow for vehicles travelling faster than the signed speed limit. Even when they are using a pedestrian crossing, it is essential to ensure that drivers have seen them and are able to stop in time.
  - ◉ Question 4 – False. Alcohol is a contributing factor in many pedestrian injuries and deaths and is a factor in nearly half of all pedestrian fatalities each year. Intoxicated people should, for example, get a taxi or stay the night following a party. An even safe alternative may be to not drink or drink only in moderation. Many drugs also have serious impact on people's ability to be safe as a pedestrian.
  - ◉ Question 5 – True. Walking on the right hand side facing the oncoming traffic lets you see approaching traffic and enables you to make sure that drivers have seen you. Be extra careful where the view of oncoming traffic is obscured, such as by a curve, trees or the crest of a hill.
  - ◉ Question 6 – False. You must not obstruct traffic by unreasonably remaining on the road.
  - ◉ Question 7 – True. Pedestrians should cross quickly while the green 'walk' man is flashing. Pedestrians must not start the crossing if the red 'don't walk' light has started.
  - ◉ Question 8 – False. Children up to the age of 12 years are permitted to cycle on the footpath.
  - ◉ Question 9 – False. Although the law says that traffic must give way to pedestrians on crosswalks and children's crossings, this doesn't always happen.

Always 'stop, look, listen and think' before crossing roads anywhere.

- ◉ Question 10 – True. Do not attempt to cross the road until the bus has moved away from the stop. A bus, whether stopped or moving, blocks a pedestrian's view of approaching traffic. Remember to choose a place to cross with a clear view of the road in both directions and use the 'stop, look, listen and think' steps.
  - ◉ Question 11 – False. If you are waiting for a bus, it is safer to stand well away from the road.
  - ◉ Question 12 – False. Pedestrians must walk straight across the road as jaywalking (walking diagonally) is against the law.
- Conduct a **snowball** strategy (refer to page 208) using the following statements. Students write their responses to the statements then pair up and share. Pairs then group with another pair to share and discuss their responses.

#### Statements

- ◉ Teaching young people about how pedestrians are injured is useful because...
  - ◉ I think everyone should follow the rules for pedestrians because ...
  - ◉ I think that pedestrians who act unsafely ....
  - ◉ If I was walking with some friends and they asked me to do something unsafe I would ...
  - ◉ A safe place to cross is always a safe place to cross.
  - ◉ Railway level crossings can be dangerous even if you know how to use them safely because...
  - ◉ Two things I would tell someone about being a safe pedestrian are...
- Have students identify the **muddy points** (refer to page 205) about pedestrian safety (ie they identify something that they are still not clear about) and write these on a post-it note. Hand out several post-it notes to each group to discuss. Provide answers to the questions not known by the class.
  - Students write their responses to the following unfinished sentences to complete the reflection activity.
    - ◉ The most important thing I can do as a pedestrian to stay safe is...
    - ◉ The most interesting information I learnt about pedestrian safety was...

## Safe travel quiz

<p><b>Quiz question 1</b></p> <p>You can cross a road near a pedestrian crossing if the road is clear of traffic.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>	<p><b>Quiz question 7</b></p> <p>You can cross at a traffic signal when the green walk sign is flashing.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>
<p><b>Quiz question 2</b></p> <p>A pedestrian has the right of way over a cyclist on a shared path.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>	<p><b>Quiz question 8</b></p> <p>Footpaths are only for pedestrians.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>
<p><b>Quiz question 3</b></p> <p>A car travelling at 100km/h takes twice the distance to stop for a pedestrian as a car travelling at 50km/h.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>	<p><b>Quiz question 9</b></p> <p>Cars will always stop for you when you want to use a crosswalk or a school crossing.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>
<p><b>Quiz question 4</b></p> <p>If you have been drinking large quantities of alcohol, walking home from a party is the best way to get home safely.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>	<p><b>Quiz question 10</b></p> <p>It is safer to wait for the bus to move away before crossing the road.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>
<p><b>Quiz question 5</b></p> <p>When there is no footpath and you have to walk on the edge of the road, you should walk on the right hand side facing oncoming traffic.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>	<p><b>Quiz question 11</b></p> <p>Bus drivers will only pick up passengers if they are standing close to the road at the bus stop.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>
<p><b>Quiz question 6</b></p> <p>You may stop and talk to friends while using a pedestrian crossing.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>	<p><b>Quiz question 12</b></p> <p>Pedestrians do not have to walk in a straight line across roads.</p> <p><input type="checkbox"/> TRUE   <input type="checkbox"/> FALSE</p>

