

Travel training

Key Stages 3 and 4



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Introduction

Approaching road safety at secondary level

Why teach road safety at secondary level?

The UK has one of the best records on road safety amongst European countries. However, a number of children and young people continue to meet an untimely death on the roads each year.

Deaths and injuries among young people aged 11 and upwards (Department for Transport Road Casualties in Great Britain 2005)

- In 2005, 73 12-15 year olds were killed on GB roads, and a further 1,587 were seriously injured.
- Deaths and injuries of children on foot and bicycles peak between the ages of 12 and 15.
- Males aged 11 upwards are much more likely than females to be killed or hurt on foot. In 2005 there were 929 deaths and serious injuries among 12-19 year olds males compared to 644 among girls in the same age group.
- Children in the 10% most deprived areas of the UK are five times as likely to die on roads as other children.
- Children from long-term unemployed families are 28 times more likely to be killed while cycling and 21 times more likely to be killed on foot than children with parents in professional occupations.

Government targets

In March 2000, the Government published its Road Safety Strategy, *Tomorrow's Roads-Safer for Everyone* which set targets to reduce significantly the number of people killed or seriously injured in road accidents by 2010. The target for the general population is set at 40% reduction. The target for children under 16 years of age is **50% reduction** compared with the average for 1994-1998. Although the number of children killed or seriously injured has been reducing for the 0-15 age group as a whole, the decline amongst 12-15 year olds has been less than half.

The 2004 publication *Every Child Matters: Change for Children* sets out a national framework for improving the lives of children, young people and their families. The overall aim is to maximise opportunity and minimise risk for these groups.

The framework identifies five outcomes as being universal ambitions for every child or young person regardless of their background or circumstances:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Stay Safe outcome includes the specific aim that children and young people are safe from accidental injury and death with particular reference to the number of 0-15 year olds injured or killed in road traffic accidents. Inspection services have a remit to judge how well services meet criteria to inform children, young people and their carers about key risks to their safety and how to deal with them.

To be meaningful and effective, travel training/road safety should not be taught in isolation. By embedding travel training firmly within preparation for entering secondary school, work experience, work-related learning or specialised diploma training when students will need practical road skills, schools and young people's services will be showing active commitment to the realisation of this second outcome, and by extension, all outcomes.

Road safety should not stop at primary school. Reducing the number of adolescents killed or injured on Britain's roads requires a commitment to develop and extend travel skills well into the secondary years when young people are at their most vulnerable.

Using the resource

What is its purpose?

The older children get the more likely they are to die or be injured on the roads. Deaths and injuries of children on foot and bicycles peak around the age of 12 in the UK. Traffic is one of the biggest killers of 12-16 year olds in the UK.

The activities in this resource are intended for use at Key Stages 3 and 4, when children are at their most vulnerable on the roads. It is during this time that young people begin to move beyond the familiar boundaries of home and school. Many children entering secondary school will be walking or taking buses and trains on their own for the very first time and will benefit from travel training lessons. At key Stage 4, students enjoy the learning opportunities presented by work experience, work-related learning, enterprise education and specialised diplomas, but participating in these can entail travel very different from that with which students are familiar. Finding your way around on buses and trains can be a challenge even for seasoned travellers. Add to this the need for keeping safe at all times and the importance of preparing students carefully and adequately for independent travel becomes apparent.

Who will deliver it?

The materials are relevant to professionals or other individuals or groups with an interest in the welfare of young people. These would include teachers, PHSE Co-ordinators, Work Experience Co-ordinators, Road Safety Officers, School Travel Plan Co-ordinators, Police Officers, and Travelwise Officers and those responsible for delivering specialised diplomas.

How can it be delivered?

The resource consists of dedicated worksheets covering a range of topics and issues associated with independent travel. In **Section 1 – Journey planning** there is progression from a simple exercise in planning a walking route through to finding information for a more complicated journey.

Section 2 – Risk will help students understand the nature of risk and their natural inclinations regarding risk.

Section 3 – Keeping safe contains advice on maintaining personal safety on buses and trains and information on high visibility clothing and accessories. Cycling and cycling safety is covered in **Section 4 – Cycling**.

There are brief teaching notes for each worksheet.

Although the resource is intended to be used as a tool for progressive development, each section or worksheet can be used as 'stand alone' to suit the specific needs of the relevant group of young people.

When can it be delivered?

Ideally, travel training should take place before children and teenagers start using public roads and services independently, i.e. the end of Year 6 and the beginning of Year 7. Older adolescents will have been taught the basics of road safety and will have experience of being out and about on their own but those about to embark on work experience, a specialised diploma or other off-site activity will benefit from the opportunity to develop and extend their travel skills.



Teaching notes

Section 1 – Journey planning

Finding your way (Page 8)

Allow students to study **Street Map 1 London**. Ask them to plan a walking route from Westminster Cathedral to the National Gallery. Then write out the route in their own words under the map. Have most of them agreed on the best route? Discuss any variations.

Let students examine a street map of the local area around the school. Ask them to choose a destination within walking distance and work out the best route from school. After students have completed the exercise and given feedback, discuss what the word ‘best’ could mean. Is it the quickest or the safest or the quietest? What criteria did students use in their own choice of route?

24-hour clock (Page 9)

In order to read transport timetables, students should have some familiarity with the 24-hour clock. **Read** through the explanation of the 24-hour clock with the students. Explain that, for most everyday purposes, the time is written as four digits showing hours and minutes. These may, or may not be, separated by a colon. Time after twelve o’clock noon is calculated by adding 12 to the pm reading on the 12-hour clock, so 1pm becomes 1300 hours, spoken as thirteen hundred hours, 3:15pm becomes 1515 hours, spoken as fifteen fifteen hours. Remind (or teach) students of the meaning of ‘am’ and ‘pm’ (am – ante meridian, pm – post meridian, where *ante* is Latin for *before*, *post* is Latin for *after*, and meridian means *noon*).

Discuss some of the advantages and disadvantages of both the 12-hour and the 24-hour clock.



Timetable (Page 10)

Reading a timetable is an important skill. Many students may not have any experience of timetables and will need time and practice to develop this skill. Timetables are written in 24 hour times. Each column is one journey from start to finish with times shown for each stop.

Bus route 9 is an uncomplicated timetable for a short journey on the number 9 bus route. Allow time to look at this timetable. Ensure each student understands that this is a timetable for a return journey and how the columns and rows should be read. The dashed line indicates that the bus does not stop at that site on that particular journey.

Going to your interview (Page 11)

Presents a simple exercise in planning a journey using the No 9 bus service. The student is only required to decide on a sensible time to catch the bus and to plan a return journey. No other decisions around choice of bus, transfers, fares, etc. are involved. Allow students time to decide on bus times. When students have entered a time, ask them for reasons. Did they allow for the bus being late or possible cancellation of that service? What about the return journey to school?

Timetable exercises (Page 12)

To complete this worksheet, students will need copies of **Bus service 52** and **the train: journey options**, both found in the Appendix.

Finding travel information (Page 12)

This is an exercise in using the internet for complete travel planning, including mode/s of travel, return journey, cost, passes, season tickets, etc. On the **Outward journey** (Page 13) worksheet students should complete at least two options for the journey.

Getting ready (Page 14)

A reminder checklist prior to making a journey: timings, money, bus pass or ticket, what to take with and how to keep belongings safe.

Teaching notes

Section 2 – Risk

Perception of risk (Page 15)

Risk is understood in terms of two elements: the hazard itself and the likelihood that harm will occur as a result of the hazard. It is usually rated on a sliding scale from low to moderate to high. Some activities generally regarded as high risk, e.g. air travel, in reality carry quite low levels of risk. The probability of dying in a plane crash is 1 in 11 million as against 1 in 5,000 for a car crash.

According to research (Review of the Public Perception of Risk, and Stakeholder Engagement HSL/2005/16, Health and Safety Laboratory, Harpur Hill, Buxton, SK 17 9JN), “individual perception of risk is a result of many factors, as opposed to rational judgements based on the likelihood of harm.” How an individual perceives risk is a complex process determined by a range of factors, including familiarity and experience of the risk, consequences of the risk, and personal control over the risk.

Some people are by nature risk takers, others risk avoiders. Everything we do in daily life carries some degree of risk. Willingness to accept risk is related to the response of the individual engaging in a particular activity. For example, to keen skydivers and motorcycle racers, the adrenalin fuelled thrill experienced during these sports outweighs the high risk they carry.

Ask the students what they understand by the word ‘risk’. Accept all responses then explain that risk can be understood in terms of the equation:

$$\text{risk} = \text{hazard} + \text{probability}$$

Definitions of ‘hazard’ and ‘probability’ are given. Ask students for some examples in everyday life of what they understand by a hazard. Invite them to write their ideas about risky or dangerous activities in the space provided.

How safe are you? (Page 16)

Allows students to examine their perceptions of the risks associated with different modes of travel. Invite them to complete the exercise on ordering modes of transport according to the likelihood of being killed or injured. Compare results to table of real risk (**Real risk of death on common modes of public transport** – in Appendix).

Risk taker or risk avoider? (Page 17)

This activity should be a rough guide to the individual preferences of students for risk taking or risk avoiding. Students tick the sport/s they engage in or would like to engage in and then rate these according to their personal perception of the level of risk each sport carries. This is then compared to **Some Answers from the Experts** – in Appendix). A quick look at the results of this activity will reveal natural inclinations among students and can be further examined in terms of gender.

Rate your personal safety (Page 18)

This is an opportunity to check how frequently the student observes good practice in everyday situations using the roads whilst out and about.

This activity also links with risk taking/risk avoidance. Allow students to complete the worksheet with little or no introduction. When completed take a poll of how students answered. Do responses correspond to choice of sport in terms of high or low risk? Discuss the risks carried by some of the behaviours listed on the worksheet.

Distraction (Page 18)

Distraction and lack of attention play a major role in road accidents involving children and young people. When chatting or texting on a mobile, attention is focused on that activity and not on the traffic.

Let students try the suggested distraction activities and note results.

Explain that distractions can be internal or external, e.g. headache (internal), music (external). Ask if anyone listens to music or watches television while doing homework. Some students will report that one distraction cancels out another or that they cannot concentrate without the stimulus/distraction they are used to. Ask students to write down things they find distracting in the table provided. Allow students to share their responses. Guide discussion to incidents where students have experienced danger or a close call because of distraction.

Teaching notes

Have your say (Page 19)

Suggest a class debate on the subject of distraction. Alternatively, let students choose from suggested topics and prepare arguments for and against.

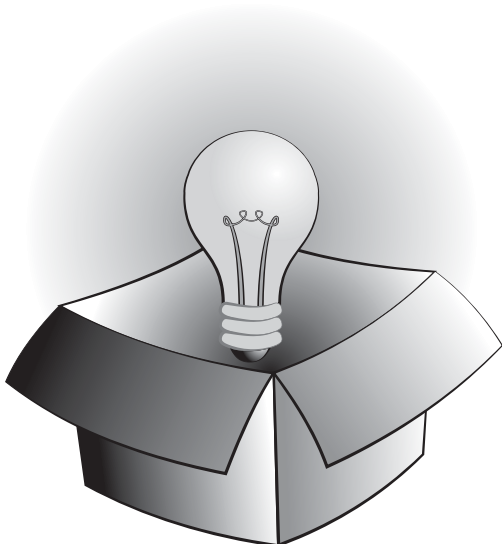


Brainstorm (Page 19)

This is a list of queries around statistics on road accidents all beginning with 'Why', designed to get young people thinking about the causes of accidents and what can be done to prevent them. Have students discuss the questions in pairs or small groups.

Ask them to write down reasons for these statistics and report back to the whole class. This should lead to whole group discussion. Ask them to suggest what could be done to diminish the frequency and severity of road accidents.

Choose one or more of the issues raised by the questions and ask students to design a poster, t-shirt, mouse mat, etc. that could be used as part of a campaign to raise the profile of accident prevention.



Section 3 – Keeping safe

Keeping safe on the bus (Page 20)

Some **do's and don'ts**. Read through each point with students. Ask them for personal accounts of situations on the bus or at a bus stop when they felt their safety was or could have been compromised. Discuss how these could have been avoided or controlled. Extend this activity to a discussion of desirable and undesirable behaviour at the bus stop and on the bus.

Keeping safe on the train (Page 21)

As in the previous exercise, guide students through the points of safe train use.

It's the Law! (Page 22)

Through the Citizenship curriculum, students should have had opportunity to consider the need for the rules and regulations that underpin society as well as some basic aspects of the legal system. As users of public transport, they should know how it is regulated with regard to passenger behaviour. This page gives straightforward information on the relevant acts of Parliament and the powers of public vehicle operators and staff. It is intended that the information will help students understand how they should behave on public transport and what the consequences could be in the event of undesirable actions.

Be safe be seen (Page 23)

Most young people of secondary age do not overly concern themselves with thinking about the safety aspects of their clothing or items they carry. It is worth raising awareness of the importance of being seen by other road users and some simple steps that can be taken to achieve this, e.g. attaching reflective clip-ons or badges to their jackets or bags. This page contains a brief description of fluorescent and reflective materials and when they should be worn. Students are asked to give advice to other road users in different situations.

Troubleshooting (Page 24)

Problem solving in a variety of situations. Allow students to work out their own solutions to the scenarios, share their responses, then come to their own conclusions about the effectiveness of their ideas.

Teaching notes

Section 4 – Cycling

The government is promoting cycling as a desirable mode of transport for people of all ages. Cycling does no damage to the environment and is an excellent form of exercise.

The **National Healthy Schools Programme** sets out guidelines for encouraging children to walk or cycle to school under safe conditions and within the context of a school travel plan.

Why cycle? (Page 25)

Before doing the worksheet ask the students about their use of bicycles. Responses will vary from student to student and from year group to year group and will be dependent on a large number of factors, including type of local environment, ethnicity, social group, community customs, etc. Then have them complete the worksheet in pairs or small groups. Discuss their answers and how these might relate to frequency of use within the class or school.

Which way to travel? (Page 26)

This activity provides the opportunity to compare different modes of travel in terms of cost, speed, fitness, fun and environment.

Did you know? (Page 27)

This worksheet gives facts and figures on cycling. Let students read through and respond freely.

The information should be food for thought on issues of fitness and ecology.

On your bike (Page 28)

It is important to have the right bike and the right accessories to stay safe while cycling. Your students will find information here on the different types of bikes and their usage.

Stand out from the crowd (Page 29)

Young people must understand the importance of being seen by other road users. This page has information on fluorescent and reflective materials, on essential and recommended safety accessories and on what to check before each and every journey. There is also some advice on route planning.

On the Road (Page 30)

Cycling safety is very much a matter of common sense but young people need to be reminded of good practice while out and about on a bicycle. This is a matching exercise on safe cycling behaviour. The fragments on the right match up with only one fragment on the left to make a complete sentence. Students can write out completed sentences or cut up and piece fragments together. Ask students if they consider some rules more important than others and why.

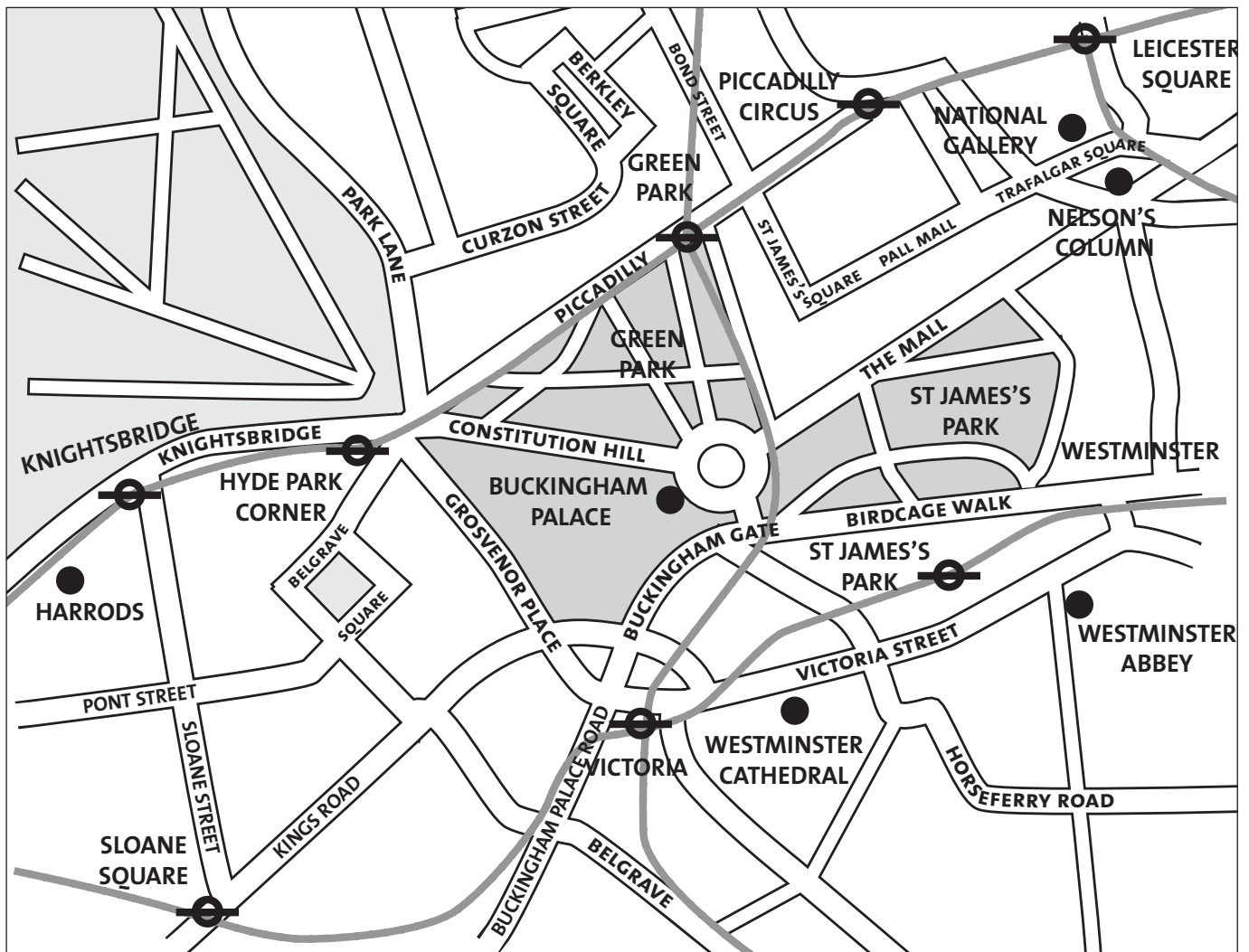


Section 1 – Journey planning

Finding your way

Street map 1 London

You are sightseeing in London and wish to visit some famous places near Buckingham Palace. Use the map to work out a walking route from Westminster Cathedral to the National Gallery. You wish to see Buckingham Palace along the way. Using your own words, write your route under the map.



Section 1 – Journey planning

24-hour clock

In order to be able to work out the times of your buses and trains, you will need to be able to read a timetable. Timetables are written in the 24-hour clock. This method of telling the time divides the day into 24 hours and runs from midnight to midnight.

The time is written in the form **hours:minutes** or **hours:minutes:seconds**. Numbers under 10 have a zero in front, e.g. 09.05. The day begins at midnight, 00.00, and the last minute of the day begins at 23.59 and ends at 24.00 or 00.00, whichever you prefer. Transport timetables use 24.00 to mean the end of the day.

Complete the following:

12-hour clock	24-hour clock
1:00am	
	17:25
7:20pm	
	00:00
2:14pm	
9:00am	
6:20am	
	11:00
	13:10
3:42pm	

24-hour clock conversion table

24-hour clock	12-hour clock
00:00	12:00 midnight
01:00	1:00 am
02:00	2:00 am
03:00	3:00 am
04:00	4:00 am
05:00	5:00 am
06:00	6:00 am
07:00	7:00 am
08:00	8:00 am
09:00	9:00 am
10:00	10:00 am
11:00	11:00 am
12:00	12:00 noon
13:00	1:00 pm
14:00	2:00 pm
15:00	3:00 pm
16:00	4:00 pm
17:00	5:00 pm
18:00	6:00 pm
19:00	7:00 pm
20:00	8:00 pm
21:00	9:00 pm
22:00	10:00 pm
23:00	11:00 pm
24:00	12:00 midnight

Section 1 – Journey planning

Timetable

Number 9 bus route

School Lane	0824	0831	0834	0839	0846	0854	0904
Primrose Hill	0826	0833	0837	0841	0848	0856	0906
Red Lion Pub	0833	0840	0843	0848	0855	0903	0913
St. George's Church	0837	0844	0852	0859	0909	0919
Green Park	0843	0850	0855	0858	0905	0920	0930
Town Hall	0845	0852	0858	0900	0907	0920	0932
Sheepcote Street	0848	0855	0901	0903	0910	0928	0938
Sheepcote Street	1103	1109	1113	1123	1133	1139	1143
Town Hall	1105	1111	1115	1125	1135	1141	1145
Green Park	1109	1114	1119	1129	1139	1144	1149
St. George's Church	1117	1120	1127	1137	1147	1150	1157
Red Lion Pub	1125	1129	1135	1145	1155	1159	1205
Primrose Hill	1131	1135	1141	1151	1201	1205	1211
School Lane	1137	1140	1147	1157	1207	1210	1217

Section 1 – Journey planning

Going to your interview

You have been invited for a work experience interview by a restaurant a few miles away. It is too far to walk and you will have to take the No 9 bus (see page 8). You will be leaving from school. Your interview is at 9.30am and you have been asked to arrive 10 minutes before your interview time. The restaurant is on Sheepcote Street and is a five minute walk from the bus stop. What bus should you catch? Next to each picture write the time the bus will arrive at that stop.

I need to catch the _____ No 9 bus on School Lane.
(time)



Section 1 – Journey planning

Timetable exercises

(You will need a copy of **Bus Service 52** and **The Train Journey Options**, both found in the Appendix)

By bus

1. The number 52 Bus Service travels between _____ and _____.
2. If you got the 6:45 from Vicarage Road, what time would you arrive at the train station?
3. What time would you need to catch the bus from Highgate Fire Station to arrive at Bells Lane for 07.42?
4. What time would you need to catch the bus from Bells Lane to arrive at High Street for 7.30?
5. What time would you need to catch the bus on Saturday from the train station to arrive at Bells Lane for 12.00?

By train

1. You take the train to college. Your first class is at 09.00. It is a fifteen minute walk from the station to your college. What train do you need to catch to be on time?
2. You miss your train and have to catch the next train. How late will you be for class?
3. You are meeting friends after college at 5.00 at a café next to the station from which you departed. What train would you catch and why?

Finding travel information

Think of somewhere you would like to visit either from your school or your home. This could be a theme park, a sports stadium, a concert venue, etc.

1. Go to **www.traveline.org.uk/index.htm** or **www.transportdirect.info** – good websites for finding information on bus, coach, and train travel – or a combination of the three – to find travel information for your area.
2. Click on your area of the country on the map.
3. Click on Journey Planner to find the best route for your journey.
4. Get your Return Journey.
5. Work out the total cost of your journey. (You will have to find this information separately either online or by telephone)
6. Fill in the table below with the appropriate information.

Apart from searching the internet, where else could you get information on bus, train or coach services?

Find out:

- Where you can get a bus pass
- If your local transport provider offers a range of bus passes
- Which option is best for you
- How much your bus pass would cost
- How long the pass is good for
- Where and how to renew your pass
- On which buses you can use your pass

Section 1 – Journey planning

Outward journey

	Option 1	Option 2	Option 3
Leaving from			
Destination			
Travelling by			
Bus no if applicable			
No of changes			
Duration			
Departure time			
Arrival time			
Total fare			

Return journey

	Option 1	Option 2	Option 3
Leaving from			
Destination			
Travelling by			
Bus no if applicable			
No of changes			
Duration			
Departure time			
Arrival time			
Total fare			



Section 1 – Journey planning

Getting ready

Travel check list

Time

Leave in good time to walk to your destination or to catch the bus or train. Purchase your train ticket before you travel.



Bus pass/travel ticket

Make sure it is in date.



Money

Do you need the exact change?

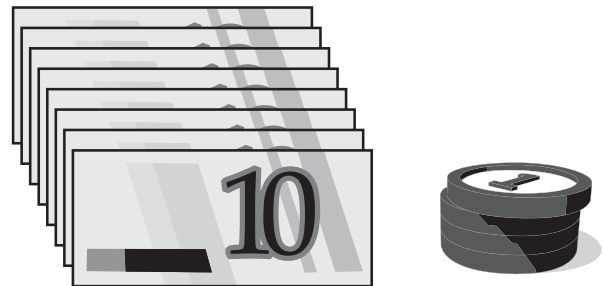
Do you have enough money for food, drink, emergencies?

House keys

Have you remembered them?

Medication

Do you need to carry medication with you?



Mobile phone

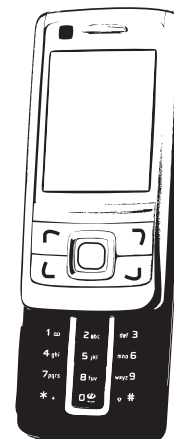
Make sure it is fully charged.

Security

Are you carrying all your possessions safely out of sight in your pocket or bag?

Information

Have you informed at least one person about your travel plans: destination, arrival time, expected time of return?



Section 2 – Risk

How safe are you?

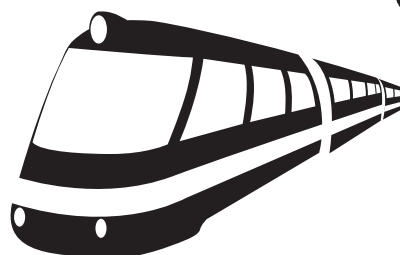
Using your own judgment, put the following modes of transport in order from safest (1) to most dangerous (7).

How likely are you to be killed or injured while travelling by/on

Plane	
Bus	
Foot	
Train	
Boat	
Car	
Bicycle	

Safest \longrightarrow Most dangerous

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Section 2 – Risk

Risk taker or risk avoider?

Tick the sport you play or would like to play or be involved in:

Sport

badminton	
caving	
football	
swimming	
rugby	
golf	
sailing	
horse riding	
mountain climbing	

skateboarding	
surfing	
kickboxing	
tennis	
skiing	
skydiving	
boxing	
archery	

Now rate each sport according to level of risk. Give reasons for your decision.

H- High M – Medium L – Low

Sport	Level of risk			Reasons
	H	M	L	
badminton				
caving				
football				
swimming				
rugby				
golf				
sailing				
horse riding				
mountain climbing				
skateboarding				
surfing				
kickboxing				
tennis				
skiing				
skydiving				
boxing				
archery				

Section 2 – Risk

Rate your personal safety

		Always	Sometimes	Never
	You allow enough time for your journey.			
	You wear high visibility clothing.			
	You listen to your personal stereo while crossing the road			
	You carry your mobile phone out of sight.			
	You cross the road between parked cars.			
	You carry your keys securely.			
	You cross the road regardless of traffic.			
	You cross at pedestrian crossings, observing the signals.			
	You run across roads.			
	You chat on your mobile while travelling.			
	You send text messages while crossing the roads.			

Distraction

Distraction and lack of attention play a major role in road accidents involving children and young people. When chatting or texting on a mobile, attention is focused on that activity and not on the traffic.

For a simple exercise in distraction try some of these activities:

Write the alphabet while counting aloud.

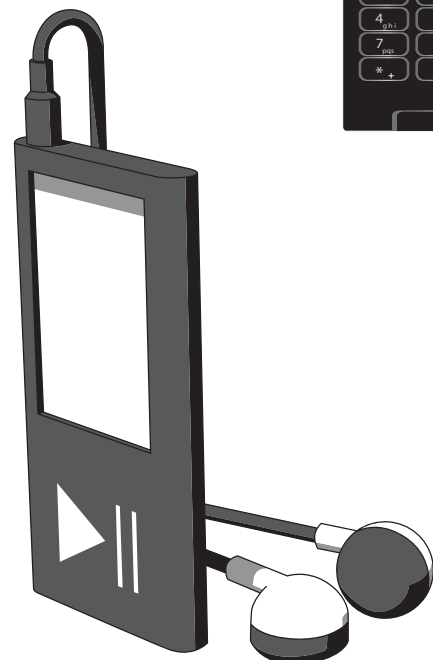
Spell your name aloud while writing your address.

Distraction can be divided into two types:

Environmental, e.g. rain and **Personal**, e.g. anxiety

Think of things to do with the environment and to do with you that you find particularly distracting. Discuss, giving reasons for your answers.

Environmental	Personal



Section 2 – Risk

Have your say

There was a proposal in the New York State Senate recently that would ban residents of New York City from using mobile phones, video games and other electronic equipment while crossing the road. Violators would pay a \$100 fine for breaking the law. This was in response to a number of pedestrians killed while crossing the road using one of these devices.



What do you think? Is this a good idea? Do you think there should be a similar law in this country?

Class discussion

Government Responsibility: What measures should government take to reduce the incidence of road casualties where distraction plays a part?

Personal Responsibility: Should it be down to the individual pedestrian or road user to look after his/her own safety without interference from government?

Other topics for debate/discussion

- Crossing the road in a reckless manner or crossing incorrectly at a pedestrian crossing should be made illegal and subject to a fine.
- It is illegal to use a handheld mobile phone while driving. This should be extended to include handsfree usage.
- Billboards and other forms of advertising should be banned as dangerous distractions to all road users, especially drivers.

Brainstorm

Why?

do deaths and injuries of children on foot and bicycles peak between the ages of 12 and 15?

are drivers aged between 17 and 19 seven times more likely to have drink-drive crash than drivers aged 30-34?

have six out of ten teens either been in a crash/near miss or know someone at school who has been?

are males aged 11 upwards much more likely than females to be killed or hurt on foot?

are children in the 10% most deprived areas of the UK five times as likely to die on roads as other children?

are children from long-term unemployed families 28 times more likely to be killed while cycling and 21 times more likely to be killed on foot than children with parents in professional occupations?

is someone under the age of 16 killed or injured on UK roads every 18 minutes?

Section 3 – Keeping safe

Keeping safe on the bus



Do

- Know the bus number and the times you want so you don't have to wait too long
- Carry an in-date bus pass or have the correct fare. Some bus operators do not give change
- Wait at a brightly lit stop if you travel at night
- Sit on the lower deck and near the driver if you can
- Let the driver know if someone bothers you
- Travel with a companion if you can
- Get off at the stop nearest your destination
- Let another person know where you are going and what time you should be arriving and returning
- Carry a fully charged mobile phone or money for a pay phone in case you need to make contact with someone.

Don't

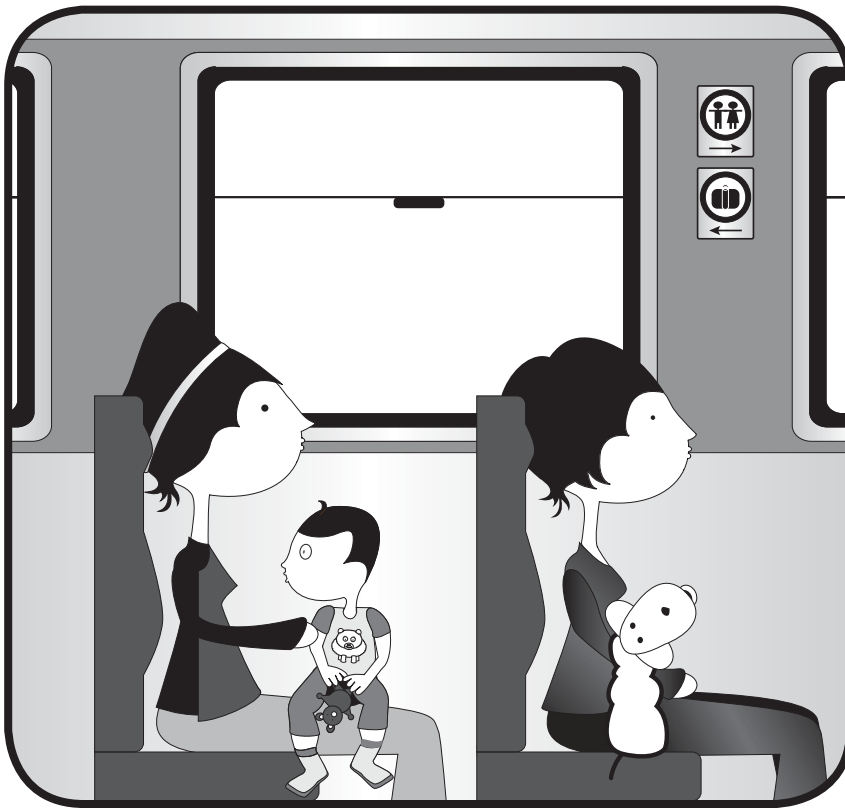
- Travel without knowing where you are going
- Sit on the upper deck unless it is unavoidable
- Distract the driver
- Use a mobile phone, ipod or other valuable device that someone might be tempted to steal.

Caution!!!

If you have bluetooth technology on your phone, turn it off. When turned on, your phone can be detected by another passenger who also has this technology. Even with your phone out of sight, you could be the target of a mobile phone thief.

Section 3 – Keeping safe

Keeping safe on the train



Do

- Know the time of your train so you don't have to wait too long
- Make sure you know the time of the last train
- Wait on a brightly lit part of the platform
- Travel in a busy carriage if you can. You will be safer there.
- Move away if someone becomes a nuisance
- Be sure at least one person knows your travel plans
- Carry a fully charged mobile phone or money for a pay phone in case you need to contact someone
- If you are carrying a handbag and you feel you might fall asleep, keep your arm through the straps
- Note where the emergency alarm is located. The likelihood is that you will not need to use it, but it may give you peace of mind.

Don't

- Talk to strangers
- Make too much noise
- Touch an unattended bag or package (but do report it)
- Run on the platform or stand near its edge.

Section 3 – Keeping safe

It's the Law!

The conduct of passengers on public service vehicles, i.e. buses, is subject to regulations in the Public Passenger Vehicles Act 1981 and the Public Order Act 1986. Buses are for all to use in a peaceful and orderly manner and passengers have a right to travel free from nuisance or threatening behaviour.

If a passenger is reasonably suspected of breaking the laws regarding conduct on the bus, the driver, inspector or conductor, or a police officer has the power to:

- require him/her to reveal his/her name and address
- remove him/her from the vehicle.



The driver, inspector or conductor also has the authority to require a passenger to:

- declare his journey and pay the full fare
- show his ticket and surrender it at the end of the journey
- leave the vehicle on completion of the journey for which he has paid.

Graffiti or damage to windows, seats, etc. is covered by the Criminal Damage Act 1971.

Passengers should keep in mind that CCTV cameras are now installed in most buses and that plainclothes officers frequently ride the buses. CCTV cameras are widely used in investigating crime on the buses.

All contraventions of the rules and regulations carry penalties. These increase in proportion to the seriousness of the passenger's actions.

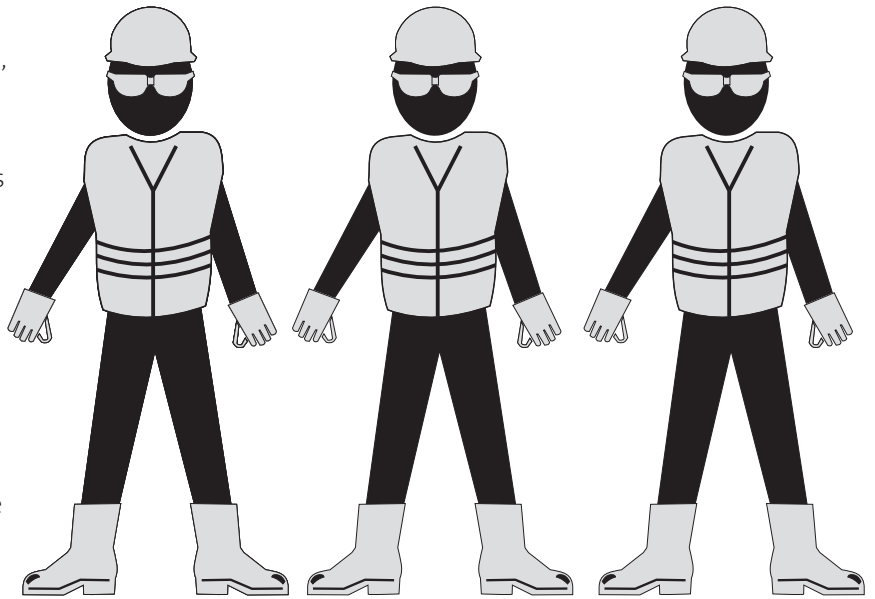
Section 3 – Keeping safe

Be safe be seen

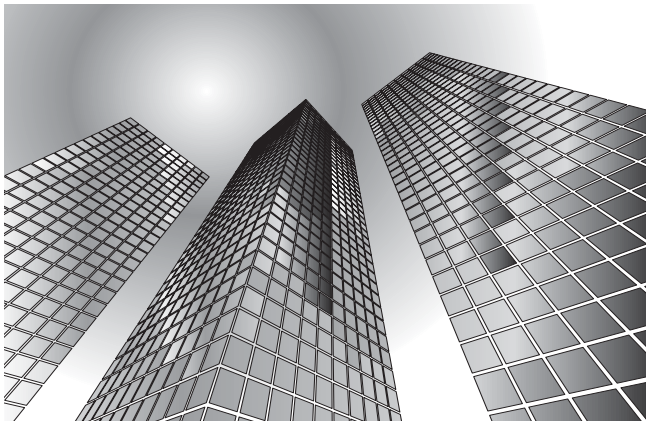
Ok. No one expects you to travel around looking like this just to be sure you can be seen, but you should make sure you are visible in all conditions. It is important that other road users are aware of your presence. During hours of daylight, bright and/or fluorescent material reflects surrounding light and increases the visibility of the wearer.

Reflective clothing should be worn at night. Reflective material reflects light back to its source during low-visibility conditions.

Both fluorescent and reflective materials can be incorporated into single items, e.g. waistcoats made in fluorescent or very bright colours for daylight with reflective strips for night.



Use the internet to investigate the range of high visibility and reflective products available to make road use safer.



Dry, sunny – drivers can become dazzled by sunlight or reflected sunlight with vision severely affected.



Dusk or sunset – visibility is substantially reduced at this time and continues to decline rapidly.



Night – restricted visibility.

What advice on being visible to other road users would you give to

- a child on her way to school on a winter morning
- a cyclist riding after dark
- a young person of your age
- an older person walking his dog.

Section 3 – Keeping safe

Troubleshooting – when things go wrong



In pairs or small groups, discuss a plan of action when:

You miss the last bus home.

You lose your house keys.

You think you are being followed.

You are verbally threatened in some way.

You are confronted by one or more individuals demanding money, your mobile, etc.

Section 4 – Cycling

Why cycle?

For

Think of three good reasons why cycling is a good way of getting around.

1.

2.

3.



Against

Now think of three disadvantages.

1.

2.

3.

Need to know more about?

If you would like to know more about cycling, cycle training, safety issues, etc. go to any of the websites below or contact your local county council road safety department.

For secondary students and older cyclists:

www.ctc.org.uk/, <http://www.cyclesense.net/fset.htm>,
www.sustrans.org.uk

For younger cyclists:

www.hedgehogs.gov.uk/main/main.html - Log in and go to the 'Wheels' page.
www.bikeability.org.uk/, http://www.lifecycleuk.org.uk/cycling_for_children.php



Section 4 – Cycling










Which way to travel?

On the table below show how you think different modes of transport compare in terms of cost, speed, fitness, fun and damage to the environment. You might want to do some research on the internet first. Enter each method of transport according to a smile score.

For example, the cost of bike travel is very low so the word 'bike' is entered in the Big Smile row. Helicopter travel is very expensive, but, working on the principle that the shortest distance between two points is a straight line, very efficient in terms of getting from one place to another quickly.

Consider these modes of transport:

Bus, bike, train, car, helicopter, airplane

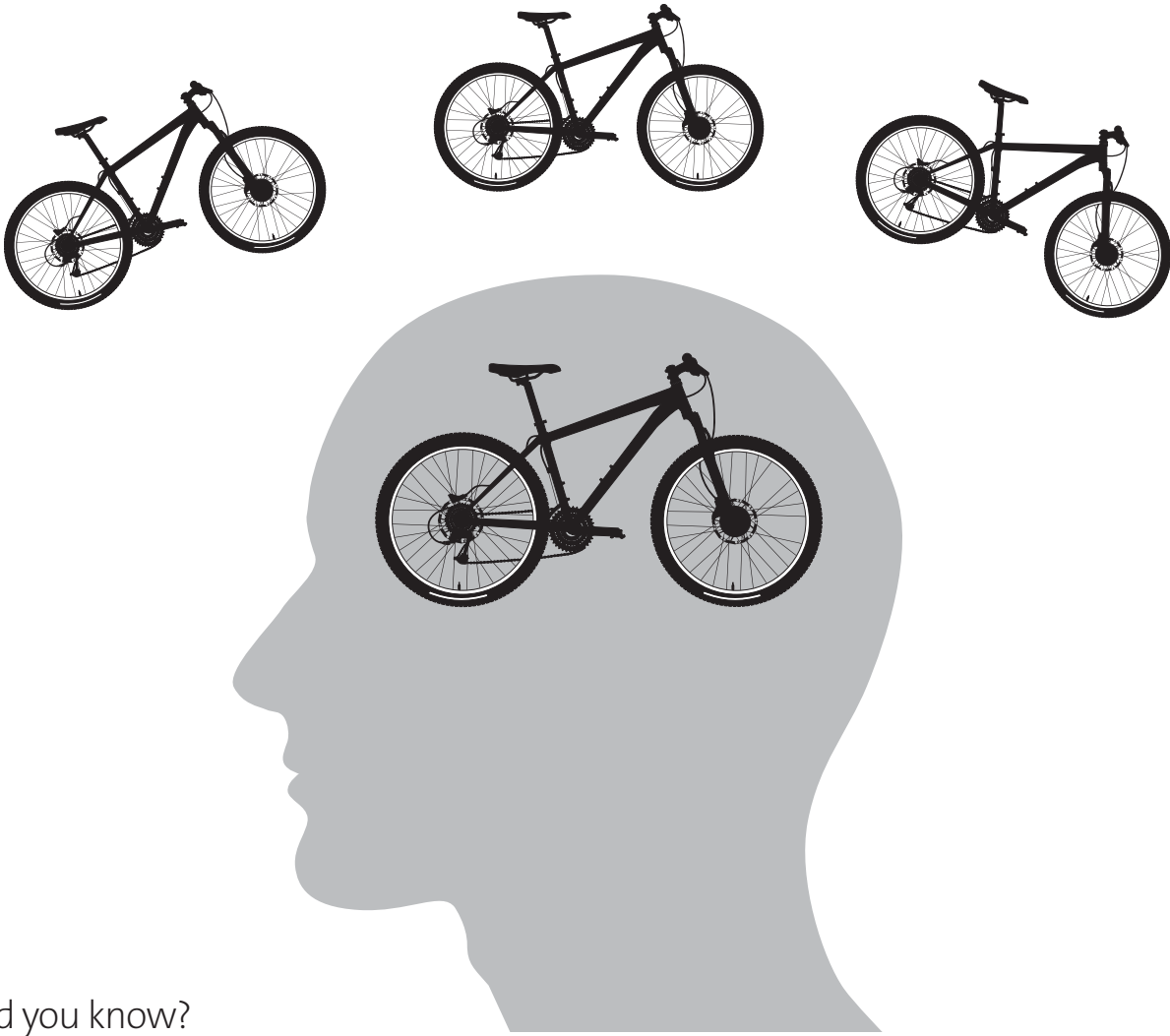
	 Cost	 Speed	 Fitness	 Fun	 Environment
	Bike	Helicopter			
					
					
	Helicopter				

Compare your completed table with those of other members of the class.

What is the profile for cycling against other modes of transport? Does the look of your table change your thinking in any way about methods of getting yourself around?

Read the facts on the next page **Did you know?** Among other things, you may be surprised to learn something about the swiftness of bicycles.

Section 4 – Cycling



Did you know?

Cycling is good for you and good for the environment?

The rate at which you burn calories depends on a number of different factors, including your age and your weight. The following are approximations only but will give you an idea of the energy you consume during these activities.



- Cycling burns upwards of 300 calories an hour even at a light speed.
- Walking at a moderate pace burns around 180 calories per hour.
- Running at just 5mph will burn more than 500 calories per hour.
- You can travel four times faster on a bike than you can walk for the same amount of energy.
- On a bike, you can travel up to 644 miles on the energy equivalent of a single litre of petrol.
- 10 year olds in Britain are more overweight than their peers in other European countries.
- 1 in 10 boys and 6 in 10 girls are not achieving the recommended level of exercise of one hour per day.
- In the UK 18% of schoolchildren are overweight and a further 6% are obese.
- 20 bicycles can be parked in the same space taken up by one car.
- During rush hour a bicycle is about twice as fast as a car.

Section 4 – Cycling

On your bike

What to ride

There are many different types of bike. Before you acquire a bike, you should think about what you are going to use your bike for and where you are going to ride. The most popular bikes are mountain, road or racing, and hybrid.

Mountain bikes have sturdy frames and chunky tyres making them very good for riding off road or over poor road surfaces.

Road or racing bikes have drop down handlebars, lighter frames and thinner tyres and are designed for fast road cycling.

Hybrid (town and country) bikes are for everyday cycling and can handle most types of terrain.

You should purchase your bike from your local bike specialist shop where you can obtain advice on the correct bike for your height and build.

Things to check:

- You can reach the handle bars without stretching
- You can easily reach and operate the brake levers
- When sitting on the saddle with the leg fully stretched, you can put the ball of your foot on the ground comfortably



What to wear

A helmet – it should

- fit snugly round the head
- rest a little above the eyebrows
- be level, not tilted backward
- cover the forehead
- have straps that go around your ears not over them



Section 4 – Cycling

Stand out from the crowd

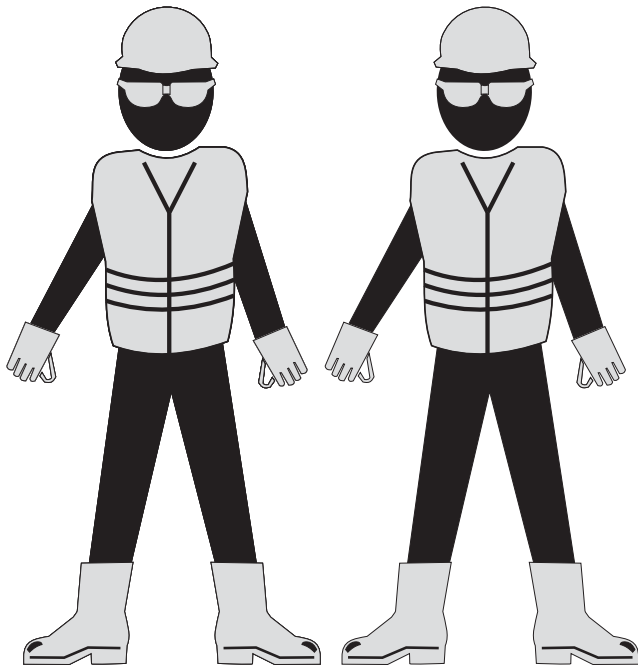
It is extremely important that other road users are aware of you when you are cycling. You should take care to ensure that you are clearly visible at all times.

Fluorescent

When cycling in daylight, wear bright or fluorescent colours. Orange and yellow are the most conspicuous.

Reflective

At night reflective material will help to keep you safe. Reflective material is designed to shine light back to its source and is only effective in the dark.



Fluorescent and reflective materials come in a wide range of products from larger items like jackets and vests to smaller accessories like badges and clip-ons that can be attached to your clothing or bag. The most noticeable clothing is a fluorescent jacket with bands of reflective material round the sleeves and body.

Before you go

Give your bike the ABC check

- Air – check your tyres are at the correct pressure
- Brakes – make sure these are working
- Chain – not too tight or too loose

If you ride at night, your bike must have

- a white front light
- a red rear light
- a red rear reflector.

Lights must be kept clean and unobscured. It is dangerous and illegal to ride in the dark without lights.

For greater safety it should also be fitted with

- amber pedal reflectors
- a white front reflector
- white or amber wheel reflectors

Plan your route

It is a good idea to plan where you are going. Routes with heavy traffic and busy roundabouts can make cycling particularly hazardous and unpleasant. See if your local council or local cycle groups produce maps of good cycle routes. Try to find routes with quieter roads, cycle lanes and cycle crossings. Experiment with a number of different routes to find the best one for you. The shortest route is not necessarily the best route. Remember that you should enjoy your cycling.



Section 4 – Cycling

On the road

Ride

Wear

Make sure others

Always signal and look

Don't cycle

Stop at a safe place

Give way to

Never

a cycle helmet

on the pavement

where it is safe

wear a personal
stereo while cycling

before answering
a mobile phone

can see you

before you move off

pedestrians when turning
from one path into another



Appendix

Bus service no 52

Bells Lane, Vicarage Road, High Street, Highgate Fire Station, Train Station

Monday to Friday

Bells Lane	06:34	06:44	then	19:38	19:50	then	22:38
Vicarage Road	06:45	06:55	every	19:49	20:01	every	22:49
High Street	06:50	07:00	10 mins	19:54	20:06	12	22:54
Highgate Fire Station	06:56	07:07	or less	20:00	20:22	mins	23:00
Train Station	07:08	07:18	until	20:10	20:22	until	23:10
Train Station	07:08	07:18	then	20:10	20:22	then	23:10
Highgate Fire Station	07:17	07:29	every	20:20	20:32	every	23:20
High Street	07:23	07:35	10 mins	20:25	20:37	12	23:25
Vicarage Road	07:29	07:41	or less	20:30	20:42	mins	23:30
Bells Lane	07:42	07:54	until	20:42	20:54	until	23:42

Saturday

Bells Lane	07:10	07:25	07:35	then	18:50	then	22:38
Vicarage Road	07:21	07:36	07:47	every	19:02	every	22:49
High Street	07:26	07:42	07:53	10 mins	19:08	12	22:54
Highgate Fire Station	07:32	07:49	08:00	or less	19:15	mins	23:00
Train Station	07:42	08:00	08:11	until	19:26	until	23:10
Train Station	07:42	08:00	08:11	then	19:26	then	23:10
Highgate Fire Station	07:53	08:11	08:22	every	19:37	every	23:20
High Street	07:59	08:17	08:28	10 mins	19:43	12	23:25
Vicarage Road	08:05	08:23	08:34	or less	19:49	mins	23:30
Bells Lane	08:18	08:36	08:47	until	20:01	until	23:42

Sundays and Bank Holidays (except Good Friday)

Bells Lane	09:12	09:23	then	18:55	17:08	then	17:54
Vicarage Road	09:23	09:34	every	17:06	17:17	every	18:05
High Street	09:28	09:39	10 mins	17:11	17:22	12	18:10
Highgate Fire Station	09:34	09:45	or less	17:17	17:28	mins	18:16
Train Station	09:44	09:55	until	17:27	17:38	until	18:26
Train Station	09:44	09:55	then	17:27	17:38	then	18:26
Highgate Fire Station	09:54	10:05	every	17:37	17:48	every	18:36
High Street	09:59	10:10	10 mins	17:42	17:53	12	18:41
Vicarage Road	10:04	10:15	or less	19:47	17:58	mins	18:46
Train Station	10:16	10:27	until	17:59	18:10	until	18:58

No service on Christmas Day, Boxing day or New Year's Day

Appendix

The train: journey options

To college

Outward journey

Option	1	2	3	4	5
Depart	06:34	07:04	07:49	08:34	09:34
Arrive	07:47	08:19	09:02	09:47	10:52
Changes	1	2	1	1	2
Duration	1:13	1:15	1:13	1:13	1:18

Return journey

Option	1	2	3	4	5
Depart	15:09	15:40	16:02	16:44	17:02
Arrive	16:20	16:43	17:14	17:50	18:13
Changes	1	1	1	1	1
Duration	1:11	1:03	1:12	1:06	1:11

Real risk of deaths on common modes of transport

Real risk from safest to most dangerous by deaths per billion kilometres travelled. (Statistics from 2000)

Order of risk	Mode of transport	Number killed per billion kilometres travelled
1	Plane	0.02
2	Bus	0.02
3	Boat	0.03
4	Train	0.9
5	Car	2.8
6	Bicycle	41
7	Walking	49

Appendix

Some answers from the experts

Sport	Level of risk			Reasons
	H	M	L	
Badminton		x	x	Low-medium, low chance of injury or dying
Caving	x	x		Medium-high, quite a few fatal accidents
Football	x	x		Medium-high, little chance of death but lots of injuries
Swimming		x		Few injuries, possibility of drowning
Rugby	x			Little chance of dying, but lots of injuries
Golf			x	Few injuries
Sailing		x		Few injuries, but possibility of drowning
Horse riding		x		A few fatal accidents
Rock climbing	X			Carries risk of serious injury or death
Skateboarding		X		A few fatal accidents, medium risk of serious injury
Surfing	X			Carries risk of serious injury or death
kickboxing		X		Low risk of death, but muscle and joint injuries are common
Tennis			X	Low risk of serious injury or death
Skiing		X		Few deaths but injuries are common
Skydiving	X			Carries risk of injury or death with every dive
Boxing	X			High risk of brain injury, either acute or chronic
Archery		X		Carelessness can cause serious injury or death



© The Royal Society for the Prevention of Accidents
Edgbaston Park, 353 Bristol Road, Birmingham B5 7ST
Telephone: +44 (0)121 248 2000
Fax: +44 (0)121 248 2001

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