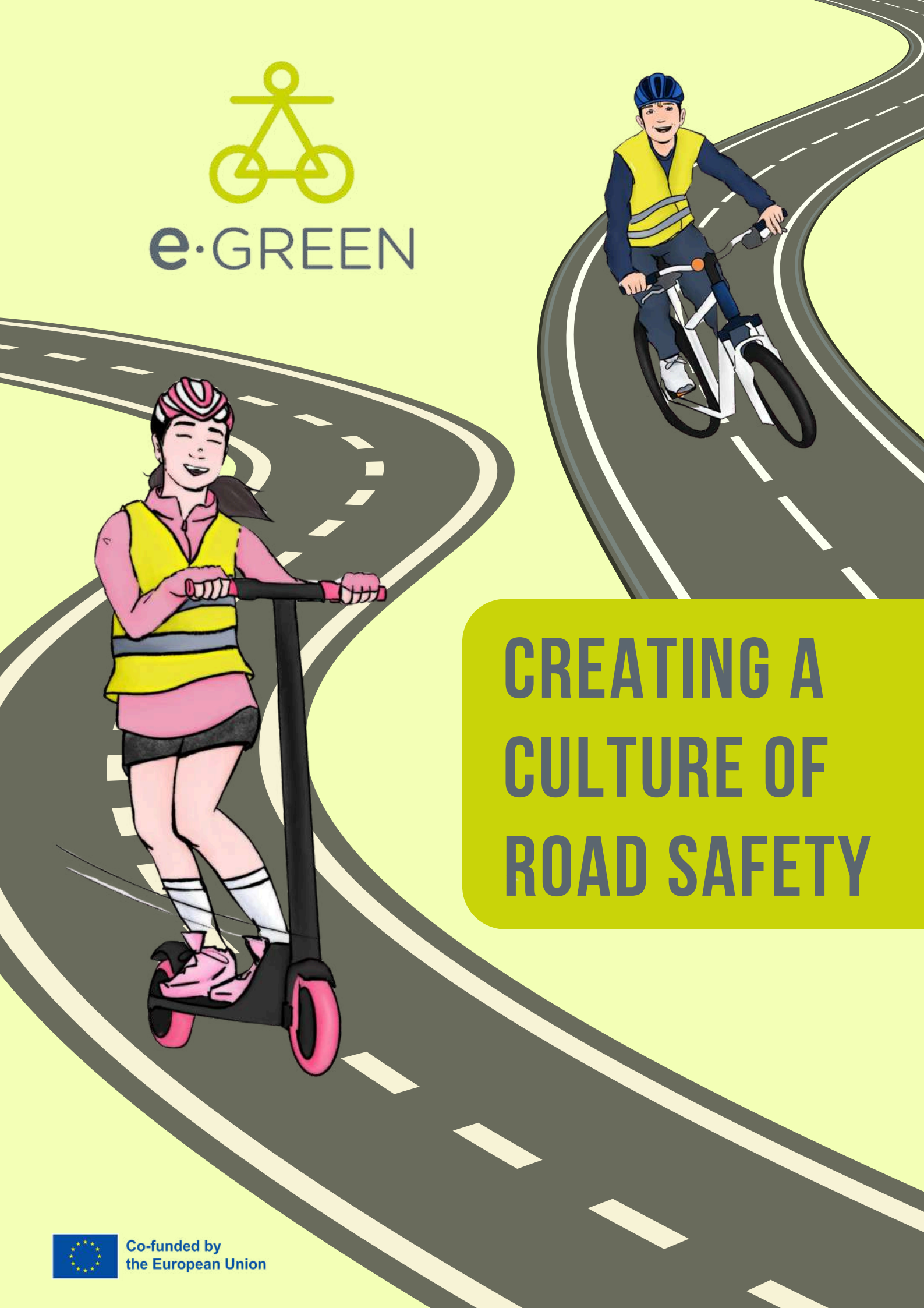
e·GREEN



CREATING A CULTURE OF ROAD SAFETY

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MEET THE E-GREEN TEAM!

Joe, Victoria, Henry, Isabelle, and Christina are passionate about making roads safer and greener for everyone! Together, they explore the best ways to stay safe while riding bicycles, scooters, and electric scooters.

VICTORIA

She is the eco-warrior, always find.ing ways to make travel sustainable and fun

HENRY

He is the tech wizard, teaching everyone how to use gadgets like lights and helmets for safety.

ISABELLE

She is the rules expert, helping the team understand traffic signs and road etiquette.

JOE

He is the curious adventurer who loves learning new tricks for safe riding.

CHRISTINA

She is the fearless leader, always encouraging teamwork and kindness on the road.

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INTRODUCTION

PROJECT OVERVIEW

The **e-Green project** is a dynamic initiative aimed at promoting road safety for bicycles and (electric) scooters among primary school students. This project is part of the Erasmus+ Schools programme and is designed to address the critical need for road safety education in our schools. By focusing on children aged 6-12, the project seeks to instil safe cycling practices from an early age, ultimately fostering a culture of road safety.

The significance of the e-Green project extends beyond just road safety. It aligns with broader educational goals, such as enhancing the quality of education, promoting active citizenship, and encouraging innovative practices in teaching. By integrating road safety into the curriculum, we aim to create a safer environment for young cyclists and scooter users, empowering them with the knowledge and skills to navigate roads safely.

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INTRODUCTION

RATIONALE FOR ROAD SAFETY EDUCATION

Road safety education is essential for primary school children, who are among the most vulnerable road users. Teaching children how to safely ride bicycles and (electric) scooters can significantly reduce the risk of accidents and injuries. According to the World Health Organization, road traffic injuries are one of the leading causes of death and disability among young people worldwide. Effective road safety programmes have been shown to reduce these risks and promote safer behaviours.

Instilling safe practices from an early age helps children develop lifelong habits. By educating them on road signs, safe riding techniques, and the importance of wearing helmets and other protective gear, we can create a generation of informed and cautious road users. The potential impact of such education extends beyond individual safety, contributing to safer communities and reduced strain on healthcare systems due to road-related injuries.

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OBJECTIVES OF THE ROAD SAFETY MANUAL

The **e-Green Road Safety Manual** focuses on creating a comprehensive handbook tailored for primary school teachers and children aged 6-12.

The manual aims to:

- Provide practical and theoretical knowledge on road safety for bicycles and (electric) scooters.
- Equip teachers with the tools and knowledge to facilitate road safety education.
- Engage students in interactive and practical learning experiences to reinforce safe cycling behaviours.

These specific objectives contribute to the broader goals of the e-Green project, such as enhancing education quality and promoting innovative educational practices. By integrating road safety into the school curriculum, we aim to make education more relevant and impactful for students.

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ALIGNMENT WITH NATIONAL AND INTERNATIONAL STANDARDS

The e-Green project is committed to aligning with both national and international road safety standards. By doing so, we ensure that the Road Safety Manual meets high-quality benchmarks and incorporates best practices from around Europe.

The manual draws significant inspiration from the road safety programmes in 5 different European countries, namely France, Italy, Spain, Czech Republic and Ireland. By adapting elements of those local programmes, we aim to provide a tried-and-tested framework that is both effective and adaptable to different educational contexts.

HOLISTIC APPROACH

The Road Safety Manual adopts a holistic approach, targeting not only students but also integrating teachers as key facilitators. By training teachers to deliver road safety education, we enhance the sustainability and impact of the programme. Teachers play a crucial role in reinforcing safety practices and creating a supportive learning environment.

Involving teachers ensures that road safety education becomes an integral part of the school culture. This approach helps to create a lasting impact, as teachers can continue to impart road safety knowledge and skills to new cohorts of students year after year

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LINK TO ACTIVE CITIZENSHIP

Road safety education is closely linked to the broader concept of active citizenship. By teaching children to be responsible road users, we are also instilling values of responsibility, awareness, and community-mindedness. Informed and conscientious young citizens contribute to safer and more harmonious communities.

The skills imparted through the Road Safety Manual go beyond cycling and riding. They include understanding the importance of rules, respecting others' safety, and being proactive in avoiding hazards. These lessons help students develop into well-rounded individuals who are aware of their roles and responsibilities within their communities.

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ANTICIPATED IMPACT

The road safety programme is expected to yield several positive outcomes, including:

1. **Improved Safety Awareness: primary school students will gain a heightened awareness of road safety.**
2. **Enhanced Cycling Skills: the programme will lead to safer riding behaviours among students.**
3. **Positive Influence: children, teachers, and parents will exhibit improved road safety behaviours.**

By fostering a culture of road safety, we anticipate a reduction in accidents and injuries among young cyclists and scooter users. Additionally, the programme aims to create a ripple effect, encouraging safer behaviours in the broader community.

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STRUCTURE OF THE ROAD SAFETY MANUAL

The Road Safety Manual is structured into three stages, each corresponding to specific developmental milestones for children:

1 **Stage One: School-Based Training**
Focuses on practical bicycle and road skills training, along with theoretical instruction on the Rules of the Road.

2 **Stage Two: Active Decision-Making**
Allows children to take a more active role in making safer cycling decisions with the assistance of an instructor.

3 **Stage Three: Independent Cycling**
Empowers children to take the lead in planning routes, deciding on road positioning, and interacting with traffic.

This structured approach ensures that children progressively build their skills and confidence as safe cyclists.

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CALL TO ACTION

We invite schools, teachers, parents, and stakeholders to actively participate in the successful implementation of the road safety programme. Creating a safe and supportive environment for young cyclists requires collective effort and commitment.

By working together, we can foster a culture of road safety that benefits everyone. We encourage you to embrace the Road Safety Manual, participate in its initiatives, and support our shared goal of promoting safe cycling practices.

ROAD AHEAD

As we embark on this exciting journey, we emphasise the collective effort required to achieve the goals of the e-Green project. The road safety programme offers an opportunity to make a meaningful difference in the lives of young cyclists and their communities.

We invite you to delve into the manual, engage with its content, and be part of the positive change in promoting road safety. Together, we can create a safer and more responsible future for our children.

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CHAPTER 1

STAGE ONE:

1. Advantages and benefits of using a bicycle

EXERCISE

Using the bicycle involves performing aerobic exercise, highly recommended by doctors. Using it continuously helps prevent numerous diseases. Being a silent and non-polluting vehicle improves individual and collective health.

ECONOMY

The costs and maintenance of bicycles are much lower than those of other vehicles, they do not need fuel, so the financial savings are very large. The lifespan of a bicycle if properly cared for is longer than that of a car. Nowadays there are many places where they can even be rented.

LIGHTNESS

The bicycle is easily transportable, which allows you not only to walk with it or go up some flight of stairs but also allows you to combine it with various means of transport, bus, train... This quality has been improved with the appearance of folding bicycles.

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CHAPTER 1

POLLUTION

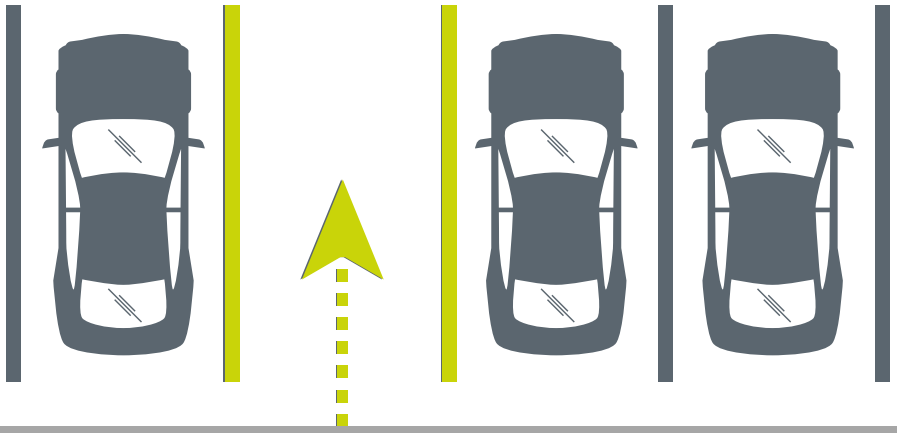
The bicycle is a silent means of transportation and by using it we stop generating a large amount of polluting gases, which contributes to stopping climate change.

SPEED

It has been proven that over short distances in cities, the bicycle, along with the motorcycle, is the fastest means of transportation.

PARKING

The bicycle takes up much less space than other vehicles require, for example, in a car parking space, we can park around 7 to 10 bicycles.



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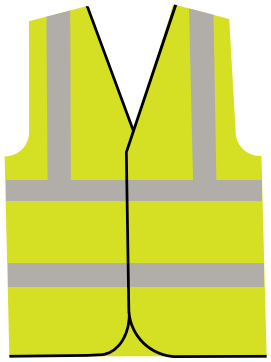
CHAPTER 1

2. Bicycle safety elements and considerations

ADJUST POSITION ON THE BIKE

BRING LIGHTING



USE OF REFLECTIVE VEST AND HELMET

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CHAPTER 1

AVOID USING CELL PHONES AND HEADPHONES

PASSENGERS

ALCOHOL LEVEL

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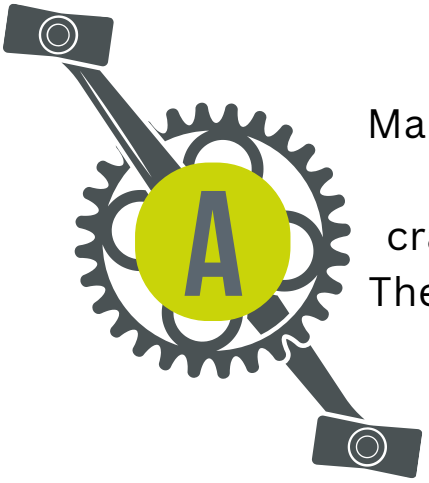
CHAPTER 1

Good bike maintenance

"ABCD" Check is a quick protocol that follows a mnemonic rule that helps remember what to check before riding.



Air (air in the wheels)

Make sure that the wheels are well inflated, the tires are in good condition (no cracks or "bald spots") and the closures are secure. The recommended pressure is written on the side of the covers. Riding with properly inflated tires improves your control, increases your speed and minimises the risk of getting a puncture.

Brakes (brakes operation)

Make sure your brakes work well. Turning both wheels forward (one after the other) should not stop for at least 10 seconds. The brake levers should not touch the handlebars when you press them (at least one finger should fit between the handlebars and the pressed lever). Brake with the left lever and try to move the bike forward. Brake with the right lever and try to brake the bike backwards. If in both cases the bike remains stopped or the opposite wheel lifts, the brakes work well.

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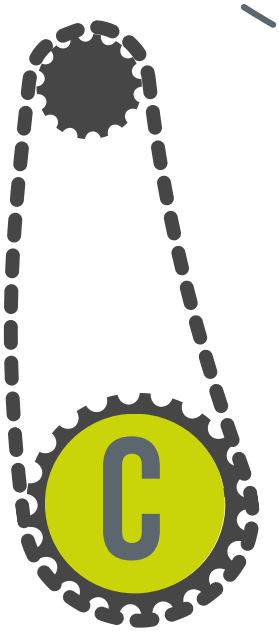
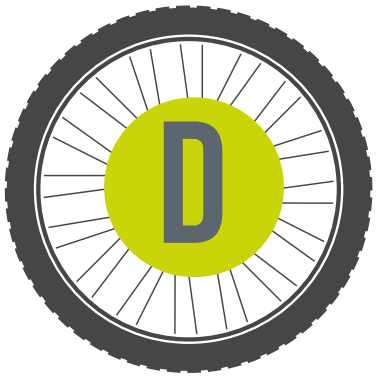


Chain and cranks

Check that your chain is clean and lightly lubricated (and has no rust). If you can turn the pedals back and it doesn't catch, that's fine. If it catches or makes grunts or noises, something is wrong. Move the connecting rods laterally, if they are well fixed to the axis they will not move. If they move it may mean that they may end up coming loose while you are pedalling, which poses a serious threat.

Drop test and direction

Raise the bicycle about 4 fingers off the ground and let it fall. The resulting sound allows us to detect if there are loose parts (wheels, steering axle, grill, etc.). On the other hand, grab the front wheel between your legs and try to turn the handlebars without the wheel moving. If it turns, you will have to tighten it.



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CHAPTER 1

3. Basic traffic rules

Basic maneuvers: Start of movement and incorporation into circulation

Notice	Signpost	Execute
The situation of other vehicles: make sure that other vehicles are not approaching or are far enough away. We have to check if any sign or traffic rule prohibits us from carrying out the maneuver.	**The maneuver**. It must be done with enough advance notice and clarity to warn other drivers what we are going to do. It is important that other drivers see us. That is why anticipation and maintaining the signage for as long as necessary is essential.	**Execute the maneuver** correctly and only if we are totally sure that it can be done. The maneuver to move is signaled with the arm out horizontally at shoulder height.

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CHAPTER 1

Right turn

To do this, we will position ourselves as close as possible to the right edge of the road, moderating our speed and making sure that the turn can be made. We will signal this maneuver with the left arm, bending it upwards with the palm of the hand extended or, with the right arm, in a horizontal position with the palm of the hand extended downwards.

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CHAPTER 1

Left turn

It can be signaled with the left arm in a horizontal position with the palm of the hand extended downwards or, with the right arm bent upwards, also with the palm of the hand extended.

- If the road is one-way: You must be positioned as close as possible to the left edge of the road and signal the maneuver in sufficient time.

- If the road is two-way: You must stick to the longitudinal separation or median mark and if this does not exist, to the axis of the road, without invading the area intended for the opposite direction, signaling ahead of time.

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CHAPTER 1

Left turn

- If the interurban road does not have a lane conditioned for this turn: To make a left turn, you must stay on the right, off the road whenever possible and start it from that place, signaling in advance.

- If the interurban road has a lane conditioned for this turn: Get on it well in advance and turn when the signs allow it.

- To stop or when there is a need to significantly reduce speed: This must be indicated by moving the arm alternately up and down with short, quick movements.

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CHAPTER 1

A. Driving around the city

When driving around the city, in addition to what is already indicated in the basic rules, you must always have the following considerations:

If there is a cycle lane expressly enabled for bicycles, we must ride on it.

When we go in a group, we can circulate in a column of two, at most.

If traffic becomes complicated or there is poor visibility, for safety reasons we will circulate in a row, one at a time.

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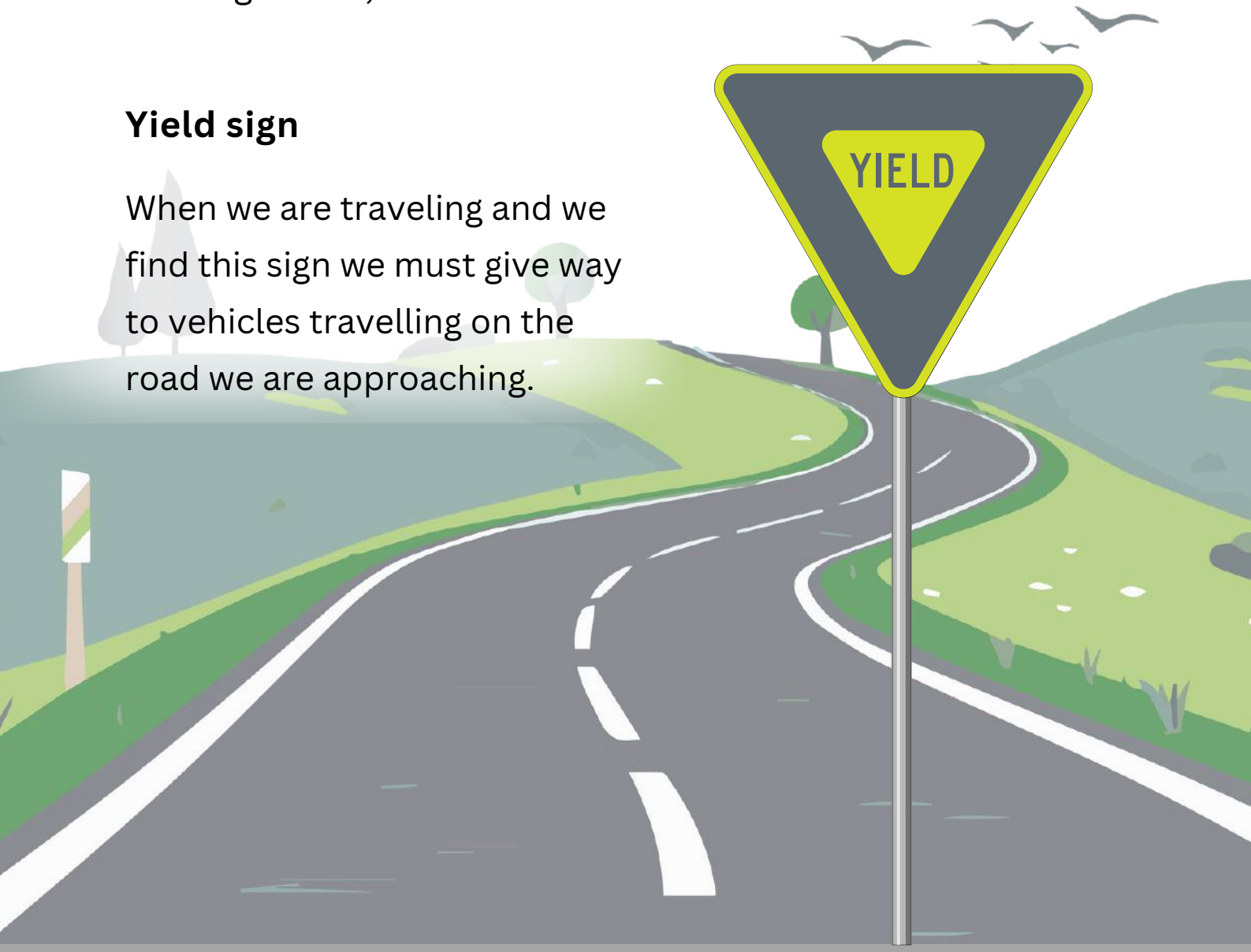
CHAPTER 1

Right of way

The right of way when approaching an intersection or crossing will be established, taking into account the signs that regulate it, thus we can find:

Yield sign

When we are traveling and we find this sign we must give way to vehicles travelling on the road we are approaching.



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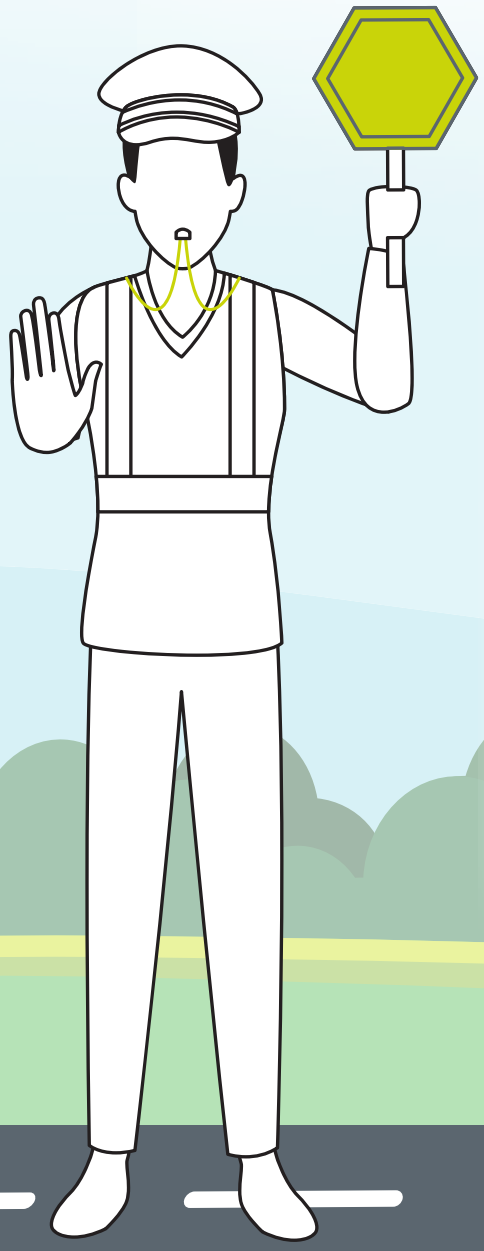

Officers

An Officer with his/her arm raised vertically forces all road users who approach the Officer to stop.

An Officer with the arm or arms extended horizontally forces all road users who approach the Officer from directions that intersect that indicated by the extended arm or arms to stop and regardless of the direction of their travel.

The signals remain in effect even if you lower your arm or arms, as long as you do not change position or make another signal.

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CHAPTER 1

STOP sign

When we find this sign we must keep in mind that it is mandatory to stop at the next stop line, if this does not exist, before the intersection. You always have to stop, even if you think there are no vehicles coming.

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CHAPTER 1

Traffic lights

If you find traffic lights on your way, you must respect it.

The non-flashing red or yellow light forces you to stop.

Only if the traffic lights is on a non-flashing yellow light and you are so close to the place that you cannot stop safely before the traffic lights, will you be able to continue driving.

The green light means you can continue driving.

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CHAPTER 1

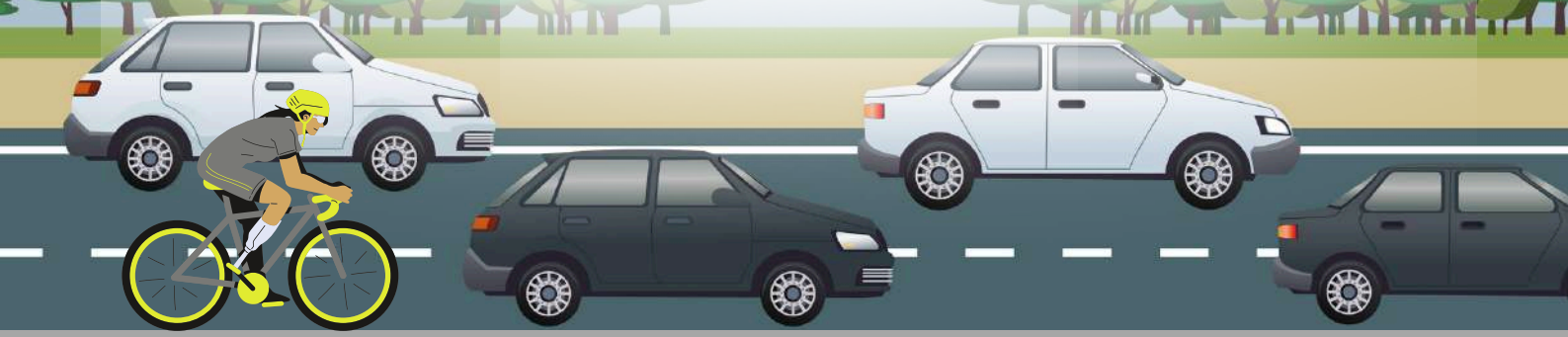
B. Driving on an interurban road

When travelling on an interurban road, in addition to what is already indicated in the basic rules, you must always have the following considerations:

- If there is a cycle lane: we must ride on it. It will be indicated with the corresponding sign.

- If there is no cycle lane: If there is no lane or part of it intended for cyclists, we must circulate on the right shoulder if it is passable and sufficient, if it is not, we will use the essential part of the road.

We can only leave the shoulder on long descents with curves, when permitted for safety reasons, except if we are driving on a highway.



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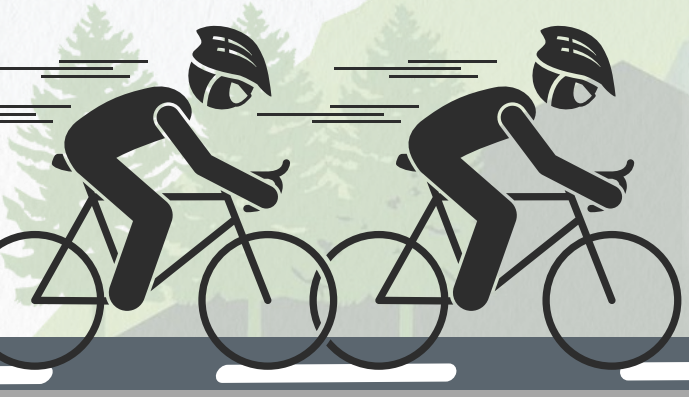
CHAPTER 1

Overtaking

We need to exercise extreme caution when overtaking. When we ride a bicycle, the same rules apply as for other vehicles:

- If optimal conditions do not exist, we must refrain from performing the maneuver.
- The lateral distance from the vehicle you are going to overtake will not be less than 1.50 m.
- The first thing we must do is signal well in advance. Then we must make sure that the lane we intend to use for our overtaking has enough space and we will not put anyone in danger.



Overtaking is not considered to be overtaking if it occurs between cyclists who are in the group.

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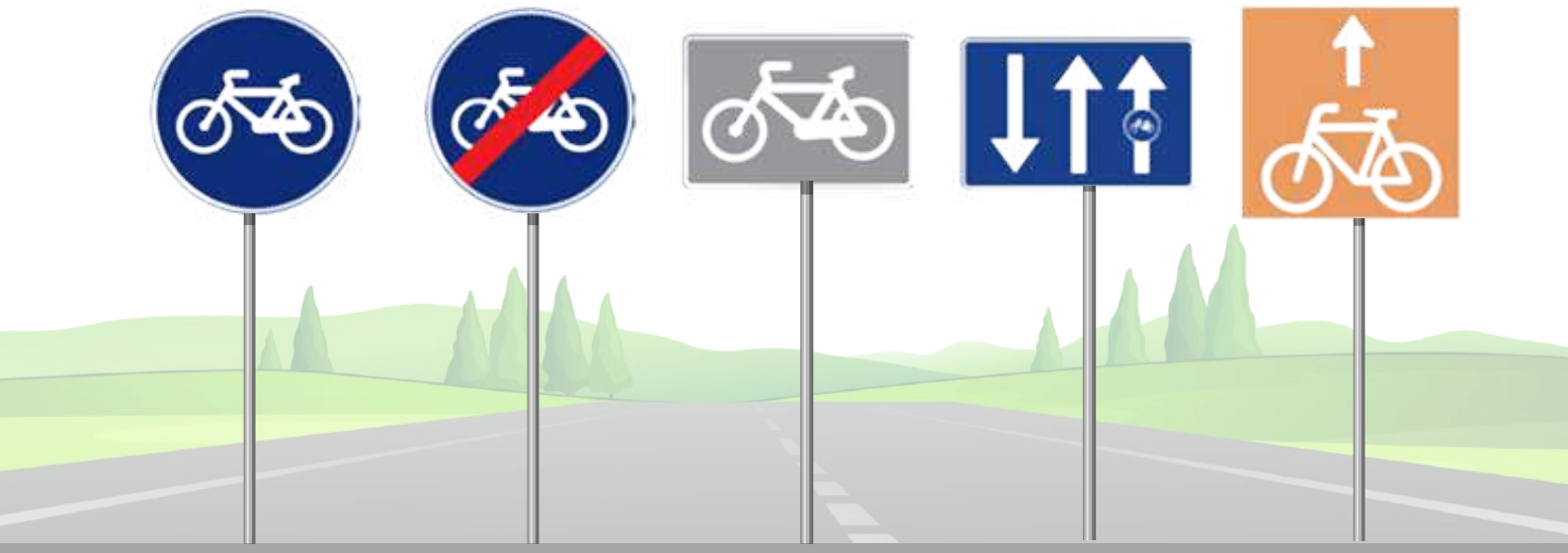
C. Driving on dual carriageways and motorways

As a general rule, cyclists are prohibited from travelling on motorways.

Drivers over 14 years of age can drive on the shoulders of dual carriageways, unless a sign expressly prohibits it for safety reasons, in which case there will be a panel indicating an alternative route.

Signs you should know



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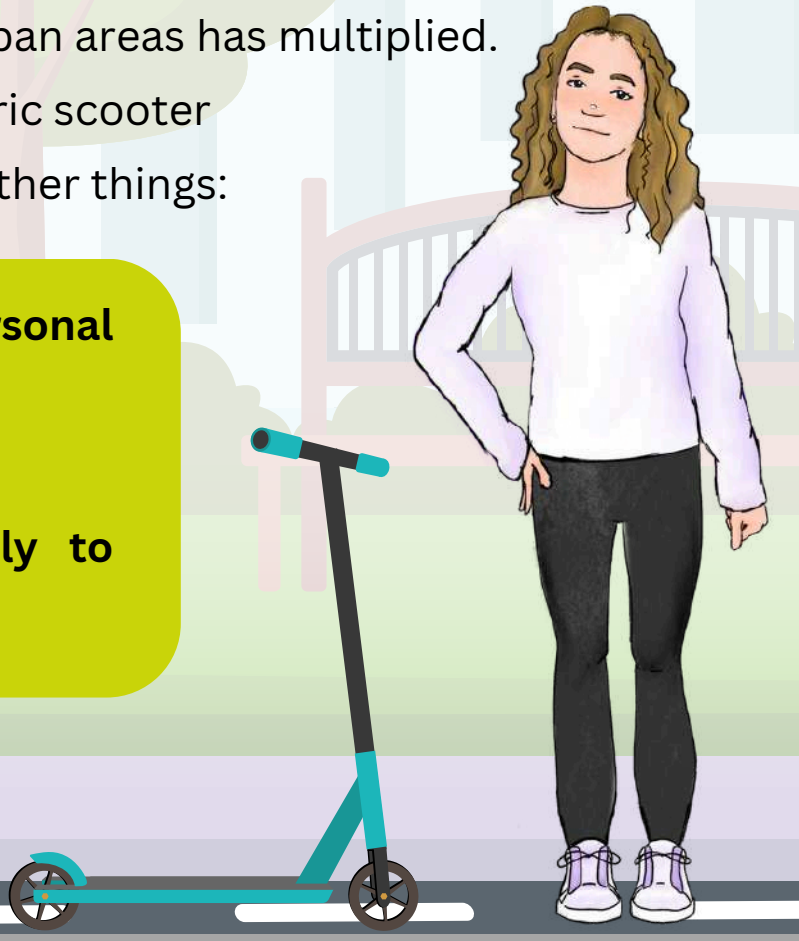
CHAPTER 1

Please always check your country road safety regulations for the latest updates!

Latest electric scooter regulations

In recent years, the number of personal mobility vehicles (PMV) and electric bicycles in urban areas has multiplied. You may not know the new electric scooter regulations that define, among other things:

- **What is considered a personal mobility vehicle (PMV)**
- **The traffic rules that apply to them**



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CHAPTER 1

Electric scooter regulations

When you ride your electric scooter in urban areas, it is important to know the rules you must comply with. These standards are intended to promote safety.

Knowing them will help you drive safer, avoid suffering an accident on an electric scooter and take home a fine.

Each municipality can regulate the use of electric scooters in its specific area.

However, all users must adhere to certain common rules.

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CHAPTER 1

Common rules

- It is prohibited for VMPs to travel on sidewalks, pedestrian areas, crosswalks, dual carriageways, motorways, interurban roads or tunnels in urban areas.
- Drivers must be at least 16 years old
- The routes that can be used will be included in a municipal ordinance.

16+

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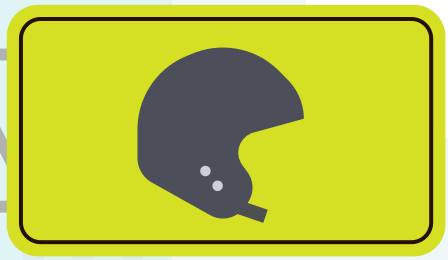
CHAPTER 1



Common rules

- If there is no traffic prohibition zone, vehicles are allowed on any street in the city (except those described in the first point).
- The maximum speed of electric scooters must be between 6 and 25 km/h.
- The use of a helmet, lights and reflective elements is mandatory.

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CHAPTER 1

Common rules

- It is mandatory to present a certificate proving that your electric scooter meets the standards. As of January 22, 2024, a CERTIFICATE OF CIRCULATION will be required for electric scooters, all scooters marketed before this date are protected and can circulate until January 22, 2027 without a certificate. As of January 22, 2027, only electric scooters that have a certificate proving that they are suitable for circulation will be able to circulate.

- It is not allowed to drive with headphones on or under the influence of alcohol.

- It is prohibited to carry passengers or goods on an electric scooter.

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CHAPTER 1

Summary of VMP regulations

MANDATORY

- Comply with the rules
- Helmet
- Scooter certificate
- Reflective clothing at night or with reduced visibility and lights.

FORBIDDEN

- Alcohol and drugs
- More than one person
- I use headphones or mobile phone
- Go down the sidewalk
- Go on interurban roads, dual carriageways and highways
- + 25 km/h
- Have a saddle

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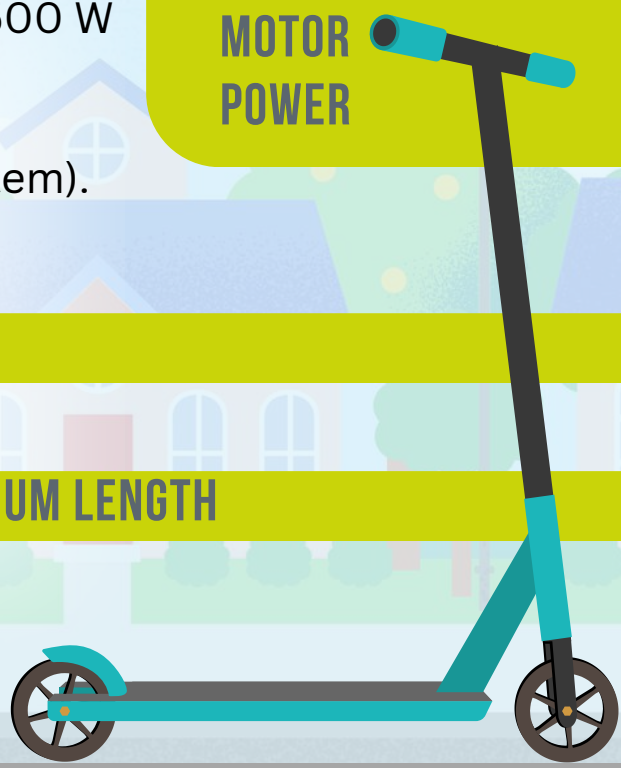
CHAPTER 1

Personal mobility vehicles (PMV) characteristics

- 1,400 mm. — MAXIMUM HEIGH
- 750 mm. — MAXIMUM WIDTH
- 25 km/h. — MAXIMUM SPEED
- Vehicles without self-balancing: ≤1,000 W. Vehicles with self-balancing: ≤2,500 W (at least 60% of this power must be dedicated to the self-balancing system). — NOMINAL MOTOR POWER
- **Less than 50 kg.** — MASS
- **2,000 mm.** — MAXIMUM LENGTH



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CHAPTER 1

Personal mobility vehicles (PMV) characteristics

MANDATORY SCREEN

That shows speed and battery at least.

BRAKING SYSTEM

Two independent brakes with a minimum deceleration of 3.5 m/s2

VISIBILITY

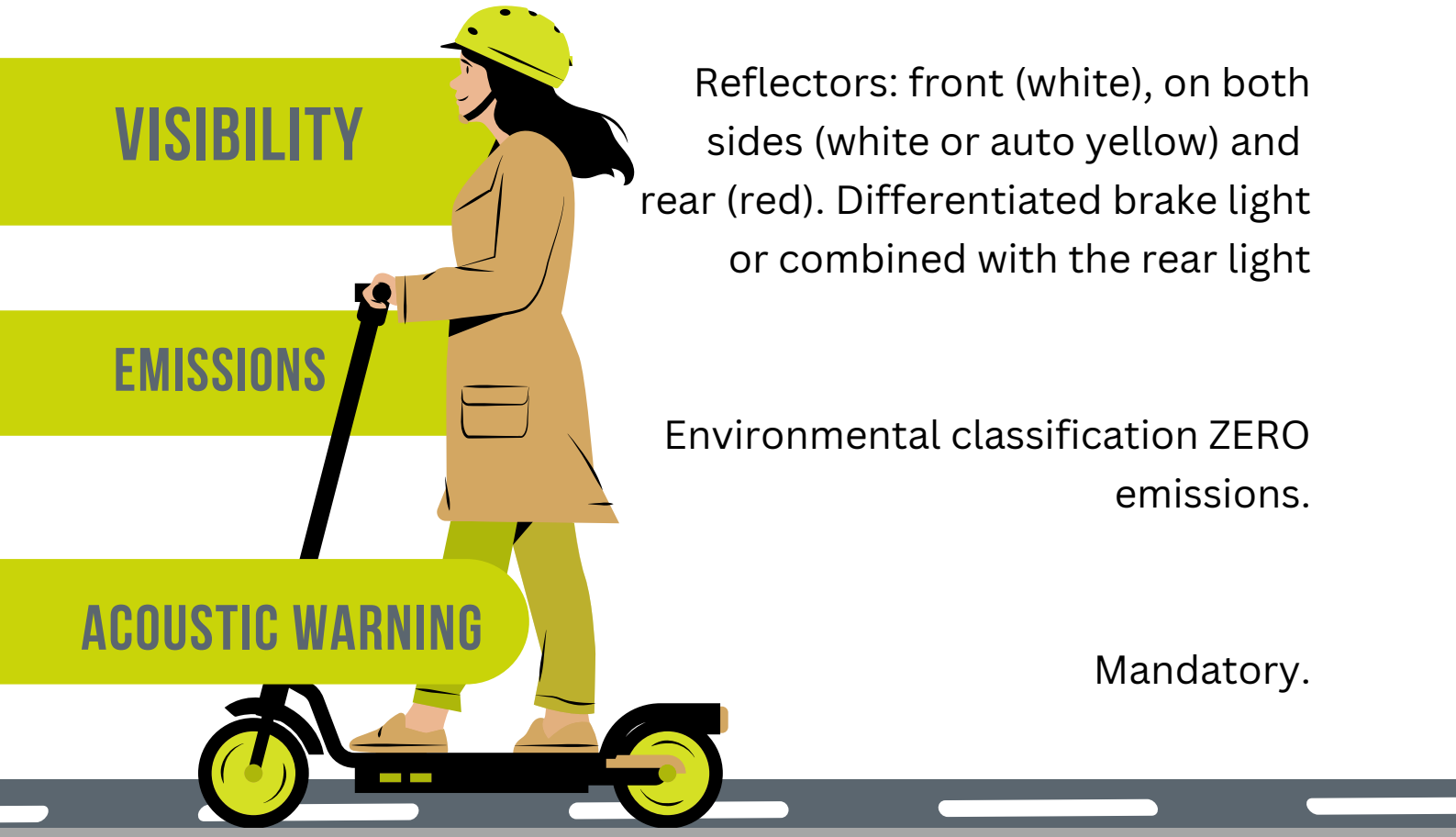
Reflectors: front (white), on both sides (white or auto yellow) and rear (red). Differentiated brake light or combined with the rear light

EMISSIONS

Environmental classification ZERO emissions.

ACOUSTIC WARNING

Mandatory.



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CHAPTER 1

Personal mobility vehicles (PMV) characteristics

PARKING

- Stabilisation system when parking. VMPs with less than 3 wheels have a stabilisation system consisting of a side stand or central stand.

WHEELS

- Minimum diameter of the wheels 203.2 mm and rough surface to adhere to the ground. Smooth tires are not allowed. Double security system. They must have a unique, permanent, legible and clearly visible factory marking with information on the maximum speed, serial number, certificate number, year of construction and make and model.

NUMBER TO IDENTIFY THE SCOOTER

- They must have a space on the back to carry an identification number or registration label.

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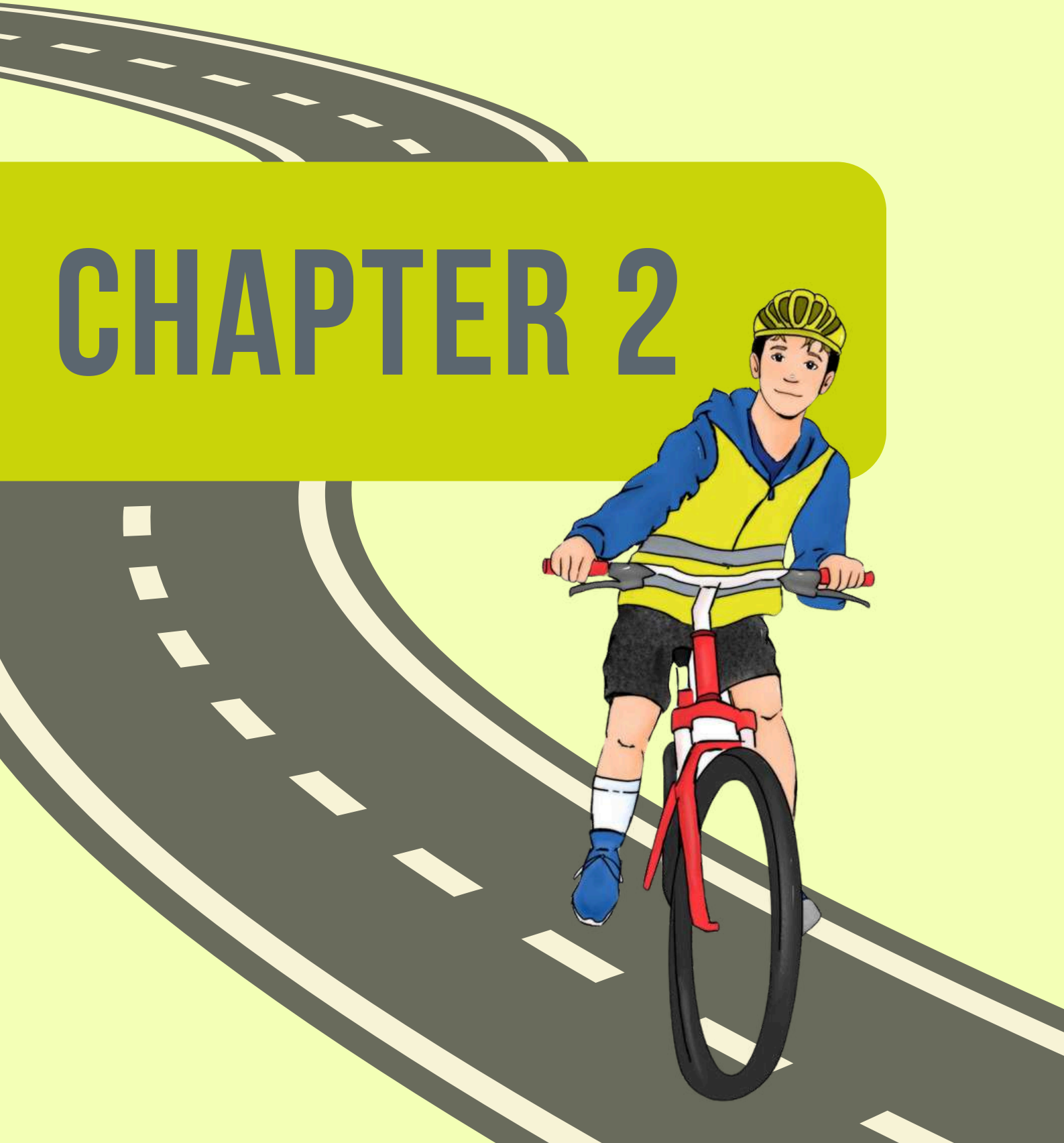

CHAPTER 2

STAGE TWO: ACTIVE DECISION-MAKING

Facilitate activities allowing children to actively participate in making safer cycling and scooter riding decisions.

Active participation in road safety education is vital to ensuring that children internalise safe cycling and scooter riding practices.

Cycling stimulates practical learning connected to reality, making the individual an active protagonist in their knowledge-building process. Riding a bike is beneficial for physical health, mental engagement, and fostering a sense of environmental responsibility and autonomy.

Experiencing the road autonomously helps a child become responsible for their city and neighbourhood. This fosters a sense of care for their environment, turning the road into an educational space.

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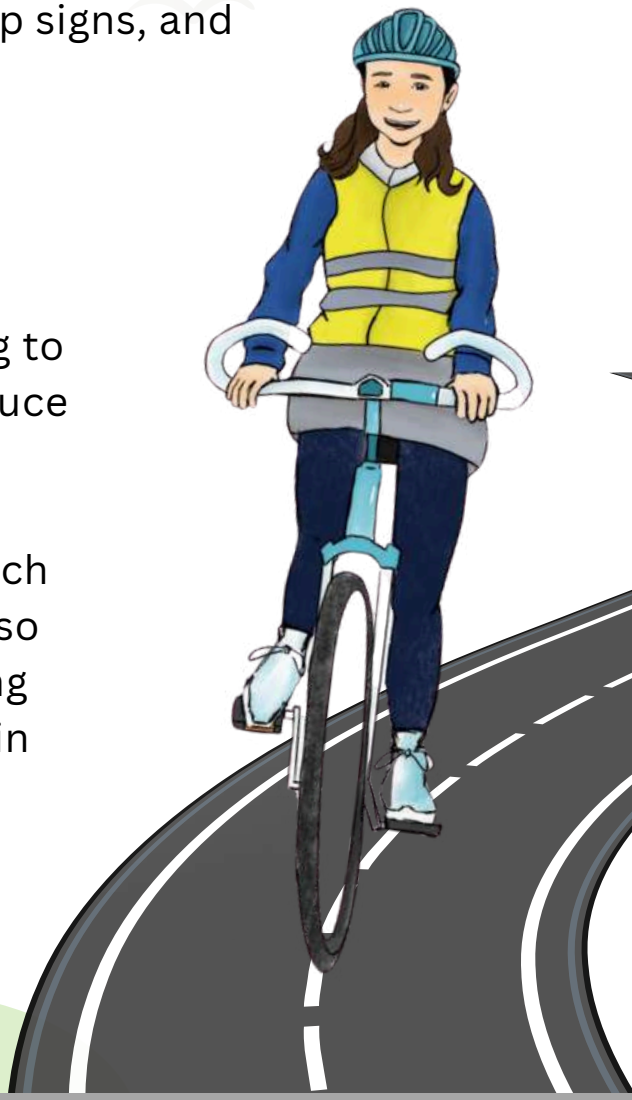
To facilitate this, we design activities that mimic real-life traffic scenarios, providing students with hands-on experiences where they can make decisions in a controlled environment. One effective method is to set up a mock traffic course in a safe area, such as a school playground or a closed-off street. This course can include various elements such as intersections, pedestrian crossings, different types of road surfaces, incorporating also elements such as stop signs, and roundabouts.

During these activities, students are encouraged to ride through the course while making real-time decisions about stopping, signaling, turning, and yielding to other road users. Instructors can introduce unexpected elements, like pedestrians crossing or cars pulling out, to simulate real-world unpredictability. This approach not only makes learning engaging but also helps children develop the quick thinking and adaptability needed for safe riding in actual traffic conditions.



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Additionally, integrating technology can enhance these activities. For example, using augmented reality (AR) applications, students can experience different traffic scenarios in a virtual environment. These applications can simulate diverse traffic conditions, weather changes, and other variables, offering a comprehensive learning experience without real-world risks.

Further activities can include:

- **Traffic Puzzle Challenges**: Create large puzzle boards with different traffic situations. Students must place puzzle pieces representing cyclists, cars, pedestrians, and signs to complete safe paths through the scenarios;

- **Interactive Storytelling**: Use storytelling sessions where students create stories around a cycling journey, making choices for the characters at various traffic decision points.

- **Decision-Making Journals**: Have students keep journals documenting their rides outside of school, noting decisions they made and reflecting on their choices.

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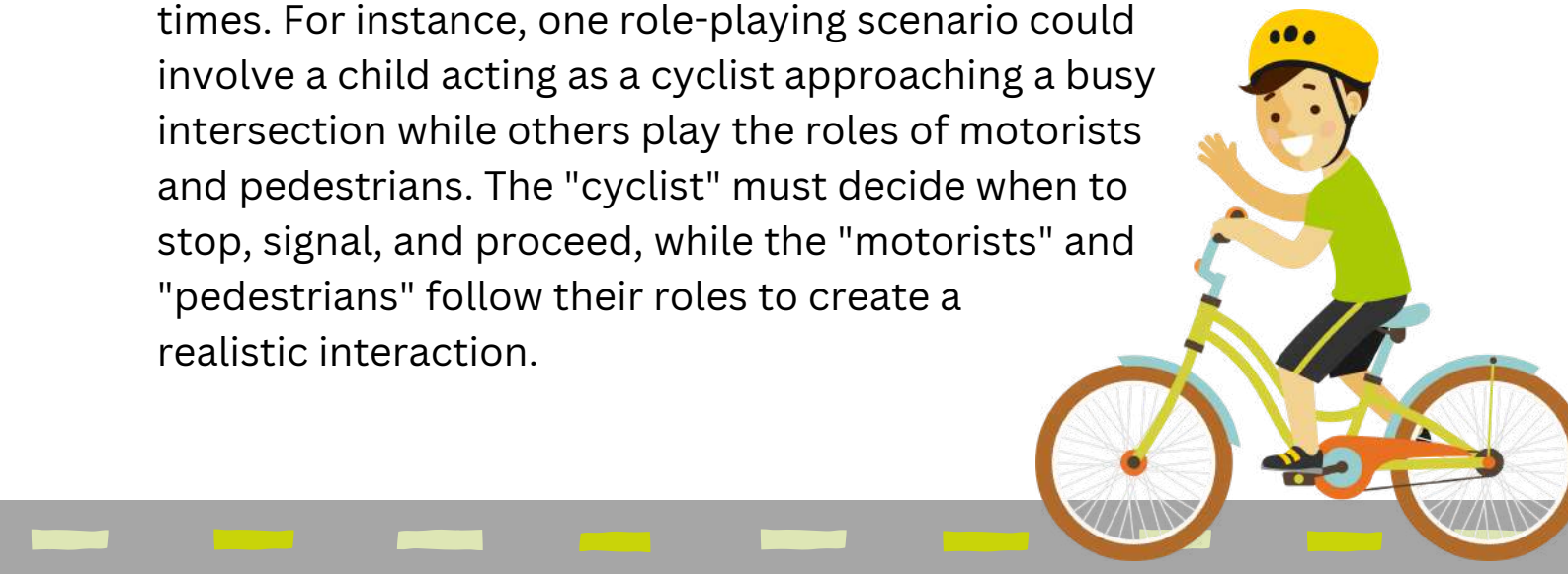
Include scenarios and role-playing to enhance practical decision-making skills.

Role-playing is an effective educational strategy that can significantly enhance practical decision-making skills in young cyclists and scooter riders. By acting out different scenarios, students can practice their responses to various traffic situations, thereby improving their judgment and reaction times. For instance, one role-playing scenario could involve a child acting as a cyclist approaching a busy intersection while others play the roles of motorists and pedestrians. The "cyclist" must decide when to stop, signal, and proceed, while the "motorists" and "pedestrians" follow their roles to create a realistic interaction.



Such exercises should cover a range of situations, from common occurrences like navigating through intersections and roundabouts to less frequent but critical scenarios such as reacting to an emergency vehicle or dealing with road construction. By rehearsing these situations, children can build confidence, which will be crucial when they encounter similar scenarios in real life.

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To further enhance these role-playing activities, instructors can use video recordings. Students can watch recordings of their performance and discuss what actions were taken correctly and what could be improved. This reflective practice encourages critical thinking and self-assessment, reinforcing learning outcomes.

Furthermore, the following activities can be a valuable support:

- **Peer Review**: After role-playing exercises, have students review each other's actions and provide constructive feedback.
- **Cycling Role-Playing Games**: Create board games or card games where players must navigate through traffic scenarios by making safe decisions to advance.
- **Role-Reversal Exercises**: Have students switch roles between cyclists and motorists to understand different perspectives and make decisions accordingly.
- **Interactive Theatre**: Create a theatre setup where students act out cycling scenarios, and the audience suggests actions, discussing the outcomes.
- **Scenario-Based Online Quizzes**: Develop online quizzes where students answer questions based on different traffic scenarios, receiving immediate feedback on their choices.

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Build upon the knowledge gained in Module 1 by encouraging trainees to take an active role in decision-making during their journeys.

Building on the foundational knowledge from Stage One, Stage Two encourages students to apply what they have learned in more active and practical contexts. The emphasis is on transitioning from guided learning to autonomous decision-making. To achieve this, activities should gradually shift from instructor-led to student-led.

One effective method is to organise **supervised group rides** where children are given more autonomy to make decisions. Initially, an instructor may lead the group, providing guidance and making decisions about route and safety measures. As the students become more confident, they can take turns leading the group, making decisions about the route, and managing intersections and other road features.

Instructors act as guides, offering feedback while allowing students to take control of their safety. This approach reinforces previous learning and encourages peer learning through collaboration.

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Additionally, incorporating decision-making exercises into regular classroom activities can be beneficial. For instance, students can analyse different traffic situations through videos or case studies, discussing what actions should be taken and why. This analytical practice complements the practical experience gained during group rides, providing a well-rounded approach to learning.

Other activities might include:

- **Group Rides**: Organise supervised group rides where students take turns leading the group and making navigational decisions.
- **Independent Practice**: Assign homework that involves students planning and executing a safe route in their neighbourhood, followed by a class presentation on their experience.
- **Mentorship Programme**: Pair students with older or more experienced cyclists who can mentor them and help them develop their decision-making skills during rides.
- **Route Planning Projects**: Assign students to plan a safe cycling route for a field trip, including maps and written justifications for their choices.
- **Decision-Making Challenges**: Set up timed challenges where students must navigate through a series of traffic obstacles, making decisions under pressure.

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CHAPTER 2

Provide guidance on navigating more complex environments with higher traffic volumes and varying speeds.

Navigating complex traffic environments is a critical skill for young cyclists and scooter riders. As children progress in their road safety education, they need to learn how to handle areas with higher traffic volumes and varying speeds. This stage provides detailed guidance on these challenges, ensuring students are well-prepared to deal with different road conditions.

Instructors should begin by explaining the different types of traffic environments students might encounter, such as residential streets, main roads, and commercial areas. Each environment presents unique challenges, and understanding these differences is crucial for safe navigation. For example, residential streets may have slower traffic and more pedestrians, while main roads might have higher speeds and more vehicles.

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To teach students how to navigate these environments, instructors can use a combination of classroom instruction and practical exercises. Classroom sessions should cover the theoretical aspects, such as understanding speed limits, recognizing different types of intersections, and learning the rules of the road. Practical exercises should then reinforce this knowledge through real-world practice.

One effective approach is to organise field trips to different traffic environments. During these trips, students can observe traffic patterns and discuss the safest ways to navigate them. Instructors can point out potential hazards and demonstrate how to handle them. These observations should be followed by supervised rides in similar environments, allowing students to apply what they have learned.

Technology can also play a role in this stage. Simulation software or virtual reality (VR) environments can replicate complex traffic situations, providing students with a safe space to practice. These tools can simulate various conditions, such as rush hour traffic, different weather conditions, and night riding, helping students develop a comprehensive set of skills.

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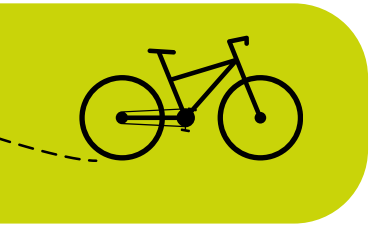
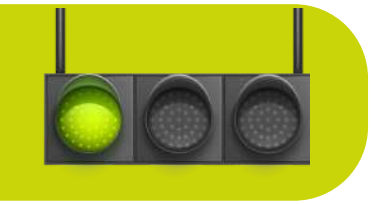
Other activities can include:

Field Trips: Take students on field trips to observe and discuss traffic behavior in busy areas, such as main roads and commercial districts.



Complex Route Rides: Plan supervised rides through areas with higher traffic volumes and varying speeds to give students practical experience

Classroom Instruction: Use videos and diagrams to explain the dynamics of high-traffic environments and the strategies for navigating them safely.



Speed and Traffic Flow Analysis: Have students conduct traffic surveys near their school to analyze vehicle speeds and traffic flow, followed by discussions on how to navigate safely.

Guest Speaker Sessions: Invite traffic safety experts to speak with students about navigating complex environments and share practical tips and experiences.

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CHAPTER 2

Emphasise the importance of road positioning to ensure the safety of cyclists and scooter riders.

Proper road positioning is fundamental to the safety of cyclists and scooter riders. This stage emphasises **teaching students how to position themselves on the road to maximise visibility and minimize risks**. Good road positioning helps ensure that cyclists are seen by other road users, can anticipate potential hazards, and have enough space to maneuver safely.

Instructors should begin by **explaining the concept of road positioning and its importance**. Using diagrams and videos, they can illustrate the ideal positions for different scenarios, such as riding in a straight line, approaching intersections, and navigating roundabouts. Key principles include maintaining a safe distance from the curb to avoid obstacles, staying out of vehicle blind spots, and using clear signaling to communicate intentions to other road users.

Practical exercises are essential for reinforcing these concepts. Students can practice road positioning on a closed course or in a safe, supervised area. Instructors can set up various scenarios that require different positioning strategies, such as narrow roads, parked cars, and intersections. Feedback during these exercises helps students understand and correct their positioning in real-time.

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Group rides also provide valuable opportunities for practicing road positioning. Students can observe and mimic the instructor's positioning, gradually learning to make these decisions independently. Instructors can also use these rides to highlight the importance of adapting road positioning based on traffic flow, road conditions, and the presence of other road users.

Other activities that can be implemented are:

- **Positioning Drills**: Conduct drills focusing on maintaining proper road positioning in various scenarios, such as single-lane roads, multi-lane roads, and near parked cars.

- **Observation Rides**: Take students on rides where they observe and discuss the positioning of other cyclists and motorists.

- **Positioning Games**: Create games that involve students positioning themselves correctly on a simulated road setup in the classroom or playground.

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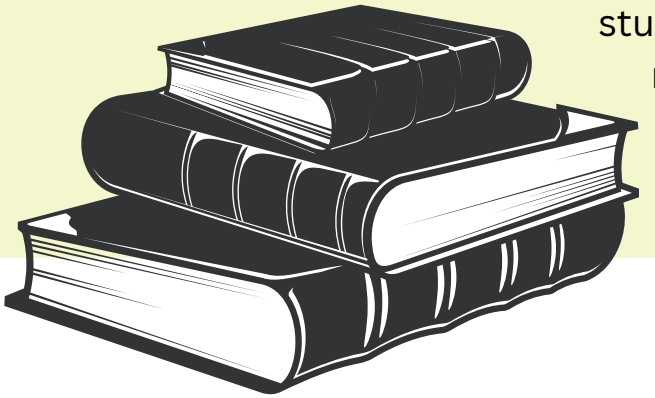
- **Review Sessions**: Regularly review students' road positioning during rides, providing instant feedback and suggestions for improvement.

- **VR Positioning Practice**: Use virtual reality (VR) tools to allow students to practice road positioning in various virtual traffic situations.

- **Live Traffic Observations**: Take students to observe live traffic from a safe distance, discussing and analyzing the road positioning of different road users.

- **Positioning Case Studies**: Present case studies of traffic incidents involving poor road positioning and discuss how they could have been prevented.



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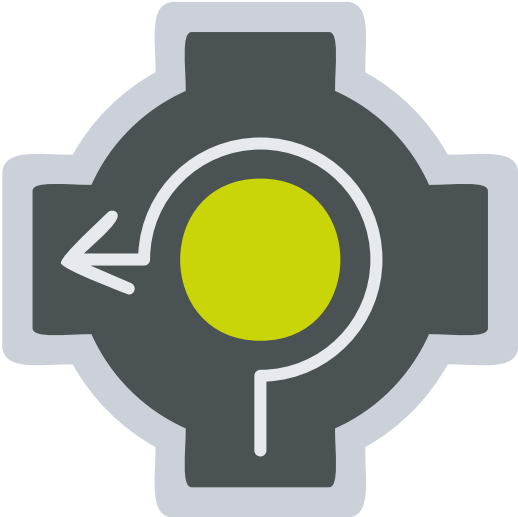
CHAPTER 2

Include detailed instructions on how to approach and navigate more complex features, such as two-lane roundabouts and traffic-light controlled junctions.

Navigating complex road features is a critical skill for safe cycling and scooter riding. This stage provides detailed instructions on how to handle these features, ensuring that students can safely navigate two-lane roundabouts, traffic-light controlled junctions, and other challenging elements of the road.



Instructors should start by explaining the structure and function of these complex road features. Diagrams and videos can be used to show how two-lane roundabouts and traffic-light controlled junctions operate. Students need to understand the flow of traffic, the significance of road signs and signals, and the correct procedures for entering, navigating, and exiting these features.

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Field trips to real roundabouts and junctions can provide valuable observation opportunities. Instructors can point out key features and demonstrate safe navigation. Following these observations, supervised practice sessions allow students to apply what they have learned in a real-world context.

Other activities might include:

- **Roundabout Simulations**: Use cones and markers to create a mock two-lane roundabout. Have students practice entering, navigating, and exiting the roundabout.
- **Interactive Road Models**: Build physical models of complex road features like two-lane roundabouts and traffic-light junctions for hands-on navigation practice.
- **Virtual Junction Navigations**: Use virtual reality (VR) setups to simulate navigating through complex road features, allowing students to practice in a controlled environment.
- **Roundabout Role-Plays**: Organise role-play sessions where students act out different roles (e.g., cyclist, driver) at a mock roundabout to practice safe interactions.

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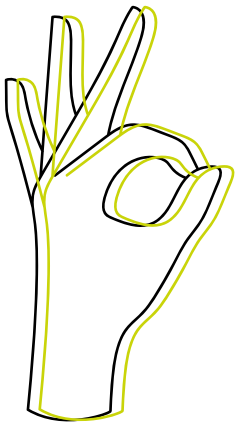
CHAPTER 2

Provide strategies for changing position within a group of cyclists or scooter riders and handling potential hazards.

Group riding presents unique challenges, especially when it comes to changing positions and handling hazards. This stage includes **strategies for safely changing position** within a group and dealing with potential hazards, ensuring that students can ride safely and cohesively.

Instructors should begin by explaining the importance of communication and coordination in group riding. Using hand signals and verbal cues, riders can communicate their intentions to others in the group, ensuring smooth and safe maneuvers. Practical exercises should focus on these communication techniques, with students practicing in small groups under supervision.



Changing position within a group requires specific skills. Instructors can teach students how to safely overtake other riders, merge into traffic, and change lanes. These maneuvers should be practiced in controlled environments before being attempted on open roads. Role-playing and simulated scenarios can help students develop these skills in a safe and supportive setting.

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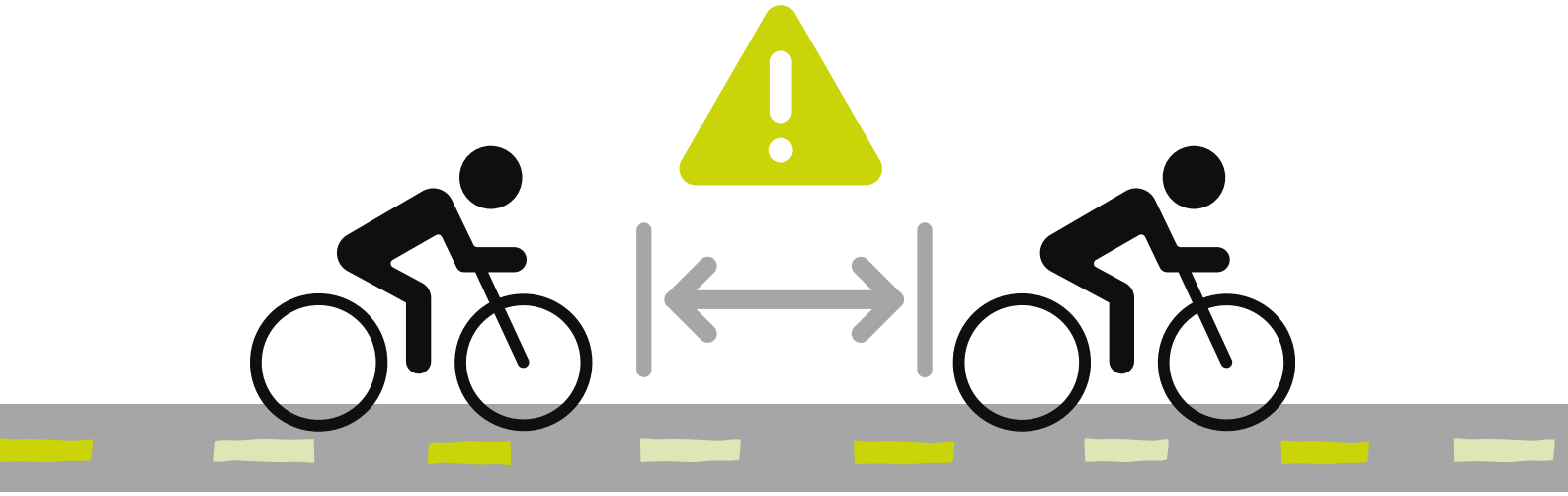
Handling potential hazards is another critical aspect of group riding. Instructors should teach students to identify and respond to common hazards, such as potholes, debris, and sudden stops. Strategies include maintaining a safe following distance, using appropriate signals, and staying alert to the actions of other group members and road users.



By the end of Stage Two, students will have developed a deeper understanding of safe cycling and scooter riding practices. They will be better equipped to make informed decisions, navigate complex environments, and handle various road situations confidently. This stage is essential in fostering independence and responsible behavior in young road users.

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Specifically, the following activities can be implemented:

- **Group Positioning Exercises**: Conduct exercises where students practice changing positions within a group, such as overtaking, merging, and lane changing.
- **Group Rides with Role Rotation**: Organize group rides where roles are rotated, giving each student the opportunity to lead, follow, and ride in the middle of the group.
- **Emergency Response Drills**: Conduct drills focusing on emergency responses, such as stopping quickly, signaling hazards to the group, and safely avoiding obstacles.
- **Scenario-Based Discussions**: Present different hazard scenarios and have students discuss and plan the best strategies for handling them within a group ride context.
- **Group Dynamics Workshops**: Hold workshops focusing on the dynamics of riding in a group, including strategies for maintaining formation and changing positions safely.

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CHAPTER 3

Taking the Lead on a Cycle Journey

While preparatory activities and theoretical groundwork are essential for a trainee to grasp the key aspects of safe navigation in today's traffic there is always a moment when we need to “hit the road” and see for ourselves how things work “out there”.

The third stage therefore provides the young cyclist and scooter riders with **opportunities to apply the skills and knowledge they had acquired so far by taking the lead on a cycle journey**.

The objective here is to empower students to independently plan and execute a cycling journey, focusing on road safety, decision-making and traffic interaction.

By assuming the lead role, students will gain practical experience in navigating real-world cycling scenarios, fostering a sense of responsibility, safety, and autonomy on the road.

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CHAPTER 3

Taking the Lead on a Cycle Journey

There are three skill areas we focus on
(listed here with their respective learning outcomes):

- **Planning a safe route -** to develop route planning skills considering safety and efficiency.
- **Making informed decisions about road positioning -** to understand and apply road positioning techniques.
- **Interacting safely with traffic -** to enhance decision-making skills in real traffic scenarios.

To provide solid basics for our learners we need to focus on building confidence and independence in young cyclists. Enabling them to make safe and responsible choices while cycling is the goal we have been following throughout the course. At this stage the learning process needs to be truly engaging, allowing students to actively participate and apply their knowledge in practical settings while ensuring their safety through instructor-led activities.

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CHAPTER 3

Emphasising Safety

This phase of the training takes the young cyclists and scooter riders into the “real world” and as such presents a challenge to everyone taking part in it. As a trainer, your role is not only to pass on knowledge and develop skills but also to **create an environment where safety is ingrained in every aspect of the training**. You need to pay special attention to the safety of young cyclists and scooter riders.

It is the cornerstone of their training and it must be the primary focus at every stage of their journey to becoming confident and responsible road users. From the moment a child begins to plan their route to the time they complete their journey, the emphasis must be on making safe decisions and developing habits that will protect them on the road. This involves teaching them to be constantly aware of their surroundings, understand potential risks, and know how to respond effectively to any situation that may arise.

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CHAPTER 3

When training young cyclists, it is crucial to pay attention to the **key safety factors** introduced in the previous chapters: wearing appropriate safety gear, such as helmets and reflective clothing; making sure their bicycles are in good working condition; and selecting routes that are age-appropriate and within their skill level. Additionally, to assess the traffic conditions and environmental factors, such as weather and road surfaces, which can significantly impact safety.

Always start with less challenging routes to build confidence before gradually introducing more complex scenarios.

Regularly review and reinforce the importance of these safety measures with your trainees to ensure they understand that safety is non-negotiable.

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CHAPTER 3

Emphasising Safety

To mitigate risks during training, employ a proactive approach:

- Begin each session with a safety briefing that covers the day's specific hazards and how to avoid them.
- Use a mix of theoretical instruction and practical exercises to teach students how to recognize and respond to potential dangers, such as parked cars, intersections, and pedestrian crossings.
- Ensure that you maintain close supervision throughout the training, particularly in high-traffic areas, and be ready to intervene if necessary to prevent accidents.
- Encourage an open dialogue where students feel comfortable discussing any fears or uncertainties they have about getting around in traffic.

By fostering a culture of safety and vigilance, you can help young cyclists and scooter riders develop the right mindset needed to navigate the roads safely and confidently.

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CHAPTER 3

Route Planning

As you move on to the crucial skill of route planning, focus shifts towards the essentials of ensuring a safe and enjoyable cycling journey. Young cyclists and scooter riders will learn how to evaluate and select the safest paths by considering various factors such as traffic density, road conditions, and potential hazards.

This section takes a practical approach to enabling young cyclists to take control of their journey by using maps, GPS, and local knowledge to chart out their routes, fostering both practical navigation skills and an understanding of how to prioritize safety on the road.

Introduction to Route Planning:

The objective at this point is to empower trainees to take the lead role in planning their journeys and making active decisions regarding positioning and interaction with traffic.

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CHAPTER 3

Route Planning

It is essential to promote active participation of every single student by creating scenarios where they must navigate various traffic situations and make real-time decisions:

1. **Raise awareness: Discuss the importance of choosing safe and appropriate routes for cycling.**
2. **Focus on skills: Teach students how to use maps, GPS, and local knowledge to plan a route.**
3. **Emphasise key factors to consider: Factor in traffic density, road conditions, potential hazards, and weather.**

Encourage your students to consider not only the safest route but also to come up with strategies for positioning themselves on the road and interacting with other road users. The aim, as always, is to build the practical skills necessary to manage their own safety, preparing them for the challenges of independent cycling.

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CHAPTER 3

Activity: Route Planning (Instructor-led Workshop Segment)

Description: Students work in groups to plan a cycling route using maps and digital tools.

Objective: Identify the safest route considering traffic, road types, and environmental factors.

Tools Needed: Maps (physical or digital), route planning apps, and safety checklists.

You can create endless variations of the example activity above. Facilitate activities where your students assume responsibility for determining routes, road positioning, and traffic interactions by providing different contexts based on life situations they might encounter. (e.g. emergencies, festivities or chaning/extreme weather).

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CHAPTER 3

As you run these activities guide students to apply the principles learned in earlier stages, fostering independence and confidence in their decision-making. When they plan their journeys, help them critically assess the environment, anticipate potential hazards, and make informed choices that prioritize safety.

The overall aim is to ingrain the sense of responsibility and a notion of self-sufficiency in making the right decisions in advance, before the adventure begins. Encourage trainees to combine technological tools with their local knowledge to make well-informed decisions about their routes.

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CHAPTER 3

You may want design activities and training plans around the following:

- Explain how understanding the local area, such as knowing high-traffic times or areas with poor visibility, can greatly enhance safety.

- Instruct trainees on the significance of using maps, GPS, and local knowledge when planning a cycling journey.

- Emphasise the importance of selecting the safest and most efficient route, taking into account traffic patterns, road conditions, and any potential obstacles.

- Leverage technology, such as GPS and mapping apps, to plan routes that minimise risks and ensure a smoother ride.

By integrating these factors into their planning, trainees will be better equipped to choose routes that are not only direct but also safe and suitable for their skill level.

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CHAPTER 3

Road Positioning and Traffic Interaction

To be able to navigate the roads safely and with confidence it is necessary to address the critical aspects of road positioning and traffic interactions. Building on the foundational knowledge from earlier stages, this section focuses on the practical application of positioning techniques to enhance visibility, maintain safe distances, and effectively communicate with other road users.

By practicing these skills in various traffic scenarios, students will learn to make smart, split-second decisions that ensure their safety and the safety of those around them, transforming them into well-oriented and responsible cyclists.

Part 1: Understanding Road Positioning

It is our aim here to instruct trainees on the critical importance of defensive road positioning, particularly when sharing the road with large vehicles like trucks and buses. Upon completing this section they should be able to position themselves in a way that maximises their visibility and safety, avoiding blind spots and ensuring they have ample space to react to any sudden changes in traffic flow.

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CHAPTER 3

Before you dive into the training activities pre-teach the topic by going through these steps:

1. Recap the key principles of road positioning from Chapter
2. Emphasise the importance of visibility, maintaining a safe distance from the curb and avoiding blind spots.
3. Discuss how to adjust positioning in different traffic situations (e.g., intersections, roundabouts, narrow roads).

Providing guidance on defensive positioning

By adopting a defensive approach, trainees will be better prepared to protect themselves in potentially hazardous situations.

At this point it is beneficial to highlight the specific challenges posed by large vehicles and provide clear guidelines on how to navigate safely around them.

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CHAPTER 3

You may want design practise activities and training plans around the following:

- Emphasise the need for constant vigilance and proactive positioning to stay out of harm's way.

- Offer practical demonstrations and simulations where trainees can practice defensive positioning in various traffic scenarios.

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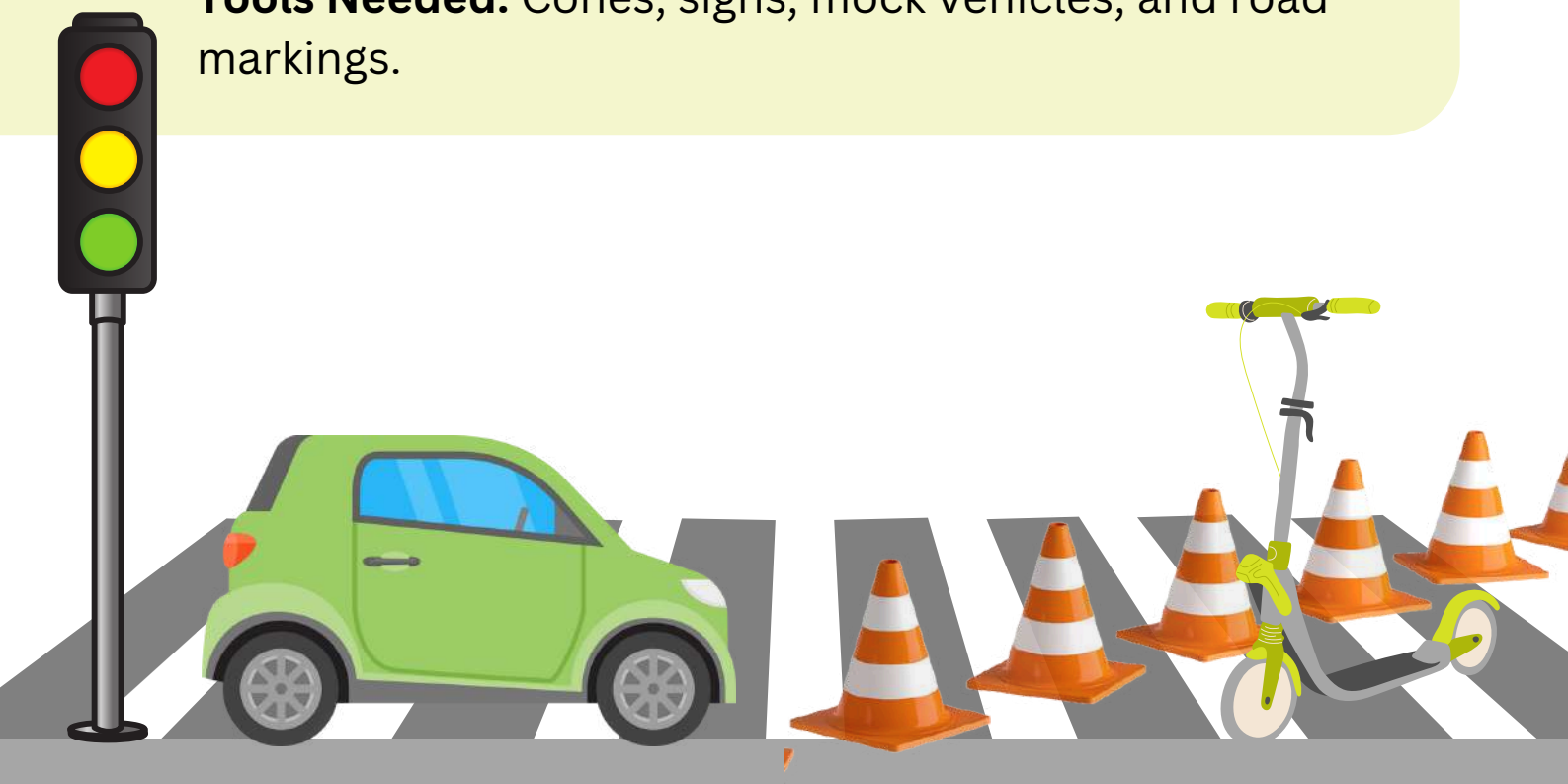
CHAPTER 3

Activity: Road Positioning (Simulation Game)

Description: Set up a simulated road environment in the school playground (if available). Students practice positioning for various scenarios like turns, overtaking, and stopping at intersections.

Objective: Reinforce correct road positioning through hands-on practice.

Tools Needed: Cones, signs, mock vehicles, and road markings.



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CHAPTER 3

Part 2: Interacting with Traffic

To prepare participants for the upcoming activities take as much time as you need with the particular group at hand to do the following:

1. **Discuss the importance of communication with other road users through hand signals and eye contact.**
2. **Teach strategies for safe interaction, such as yielding the right of way, recognising and reacting to hazards, and understanding traffic signals.**

Address the challenges posed by high traffic volumes, moving through stopped and slow-moving traffic, and navigating complex junctions.

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CHAPTER 3

Prepare your trainees to confidently face the challenges presented by high traffic volumes, stopped or slow-moving vehicles, and complex road junctions. Provide them with strategies for safely navigating through these demanding situations, emphasizing the need for heightened awareness and careful decision-making. Teach them how to adjust their road positioning and speed to maintain safety in these environments.

Guide the trainees through exercises that simulate these challenging traffic conditions, allowing them to practice navigating complex junctions and dealing with slow or congested traffic. Use real-world examples and field observations to illustrate effective techniques for managing these situations. By practicing these skills in a controlled environment, trainees will develop the confidence and competence to handle similar scenarios in real traffic.

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CHAPTER 3

Activity: Traffic Interactions (Role-Play)

Description: In this activity your group role-play different traffic scenarios where students take turns being cyclists, pedestrians, and motorists.

Objective: To improve understanding of the perspectives and responsibilities of different road users.

Tools needed: Costumes or props to represent different roles, traffic signs and a mock road setup (You can make the preparation of these items a part of the pre-teaching sessions, making the students aware of the importance, characteristics and visual aspects of signposting, roads and their different users.)

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CHAPTER 3

A Cycle Journey

In Chapters 1 and 2, we laid the groundwork by introducing essential bicycle handling skills and the fundamental rules of the road. This part of the learning process marks the transition from planning to action, as students go on an actual road journey where they will put their skills to the test.

This section provides an opportunity for young cyclists to lead a supervised ride along their planned route, making real-time decisions about road positioning, traffic interaction, and navigating potential hazards. In a real-world setting students will gain valuable hands-on experience, reinforcing their confidence and competence as independent, safety-conscious cyclists.

Preparation for the Journey

Before going on the road with your trainees it helps to go through the following:

- Review the planned route and discuss potential challenges.
- Reinforce the perception of the importance of safety gear and pre-ride checks (helmets, bike condition).

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CHAPTER 3

Suggested activities

Supervised Group Ride (Real-Life Practice)

Description: Students lead a supervised group ride along their planned route, applying all the skills learned.

Objective: Allow students to experience leading a cycle journey, making decisions in real-time while ensuring safety.
Tools needed: Bicycles, safety gear, and instructor supervision.

Debrief and Reflection: Run a post-ride discussion to reflect on the journey, decisions made, and challenges faced. Encourage students to share their experiences and learn from each other.

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CHAPTER 3

Decision-Making Journal
(Active Reflexive Note-taking)

Description: Each child keeps a journal documenting their journey, the decisions they made, and reflections on their choices.

Objective: Foster self-assessment and critical thinking about road safety decisions.

Tools needed**: Notebooks or digital devices for journaling.**

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CHAPTER 3

Interactive Storytelling
(Game-Based Learning Experience)

Description: A game where students create and navigate a story about a cycling journey, making choices at various traffic decision points.

Objective: Reinforce learning through creative storytelling and decision-making.

Tools needed: Story prompts, a storyboard, and illustrations.

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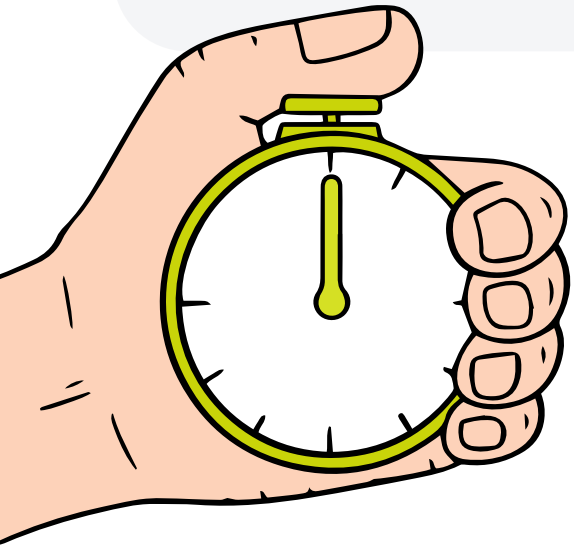
CHAPTER 3

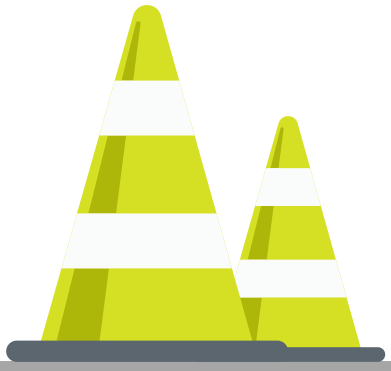
Cycling Challenge

Description: A timed obstacle course simulating different road scenarios (e.g., tight turns, stop signs, pedestrian crossings).

Objective: Apply road positioning and traffic interaction skills in a fun and competitive environment.

Tools Needed: Cones, signs, stopwatches, and a course layout.





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CHAPTER 3

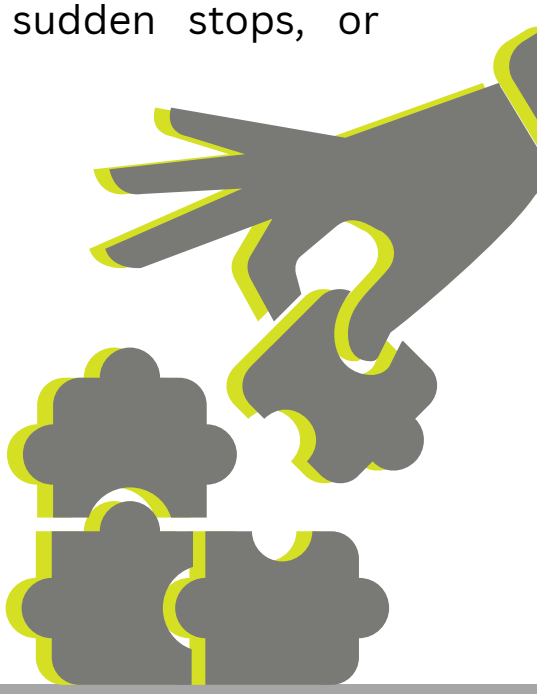
Conclusion of the chapter

If there is an ultimate competency to develop it is arguably the general ability to anticipate hazards and other potential problems on the road and take appropriate action to ensure their safety. Summarise the key skills developed in this chapter. Discuss the newly acquired understanding of route planning, road positioning, and safe interaction with traffic.

When designing your training programmes you should generally aim to:

- Equip your trainees with the skills to anticipate potential hazards on the road, such as potholes, sudden stops, or distracted drivers.

- Teach them how to scan the road ahead, identify risks early, and take proactive steps to avoid accidents.



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CHAPTER 3

- Emphasise the importance of staying alert and being ready to react quickly to unexpected changes in the traffic environment.

- Create scenarios where trainees must identify and respond to various road hazards.

- Encourage them to think critically about the safest course of action in each situation, whether it involves changing lanes, slowing down, or communicating with other road users.

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CONCLUSION

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CONCLUSION

The use of electric scooters and bicycles is growing constantly and rapidly, which means that we have to learn to live with these new means of transport. They are tools of freedom, and they are also green means of transport that don't harm the environment or our planet. With this manual and this method, with simple advice and games, which are the result of a joint research project, children will be able to learn the essential rules for the safe use of these vehicles.

The aim of this guide is to achieve the road safety objectives for primary schools: to learn how to use a scooter or a bike, to know the rules, to learn and practice good behaviour.

With the help of supervisors, the manual is designed to fit into the educational framework. The children will not only learn the safety rules.

We also want them to learn together and achieve other educational effects in other areas.

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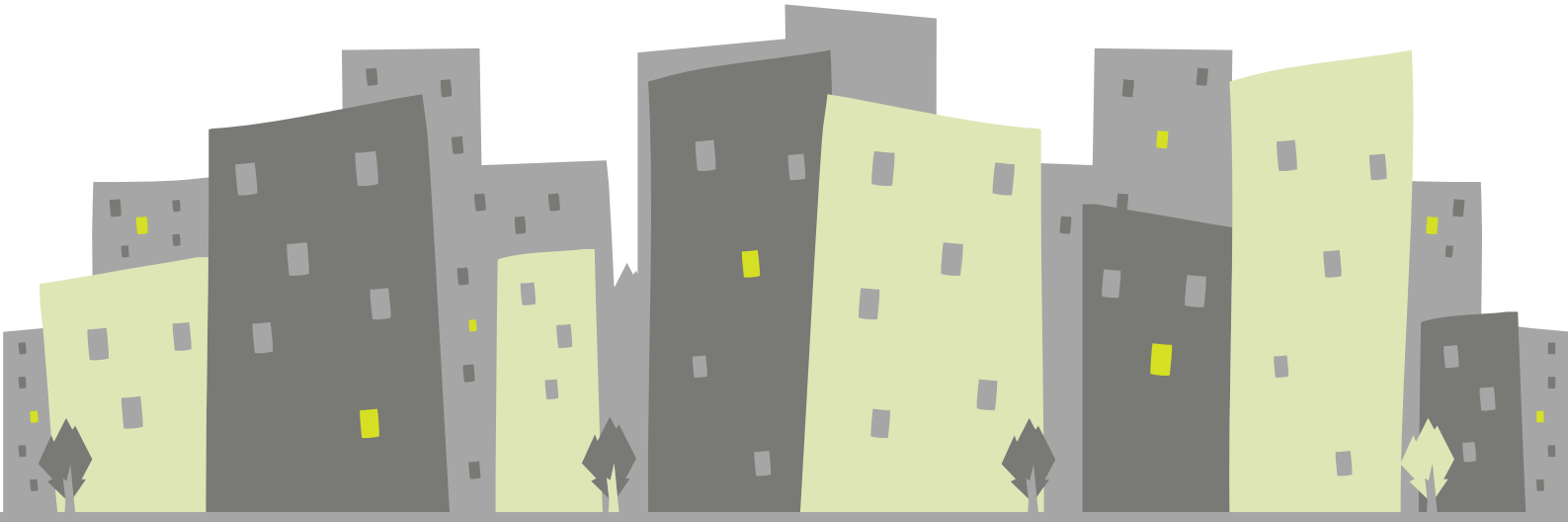
CONCLUSION

We are counting on the commitment of teachers and trainers to encourage student involvement and to develop a fun and participatory approach to teaching.

These moments of learning through the textbook and the videos should lead to exchanges beyond the classroom. The children should also discuss it with their parents, and the whole community should be involved in this common cause, including the local authorities who have been associated with our programme.

Tests carried out with children have shown that learning about road safety and the rules of respecting others on the road has an impact on learning to be a good citizen and being more aware of how to live in society.



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CONCLUSION

They've learned the fundamental rules. They understood how to make decisions for their own safety, how to adapt to their environment and how to plan their journeys.

What they and their parents need to understand above all is that these means of transport, like all technological advances, like cars or mobile phones: they are products of human intelligence and must be used correctly in order to take advantage of their benefits.

There is no need to frighten children. What is really needed is to take the time to actively participate in the learning process.

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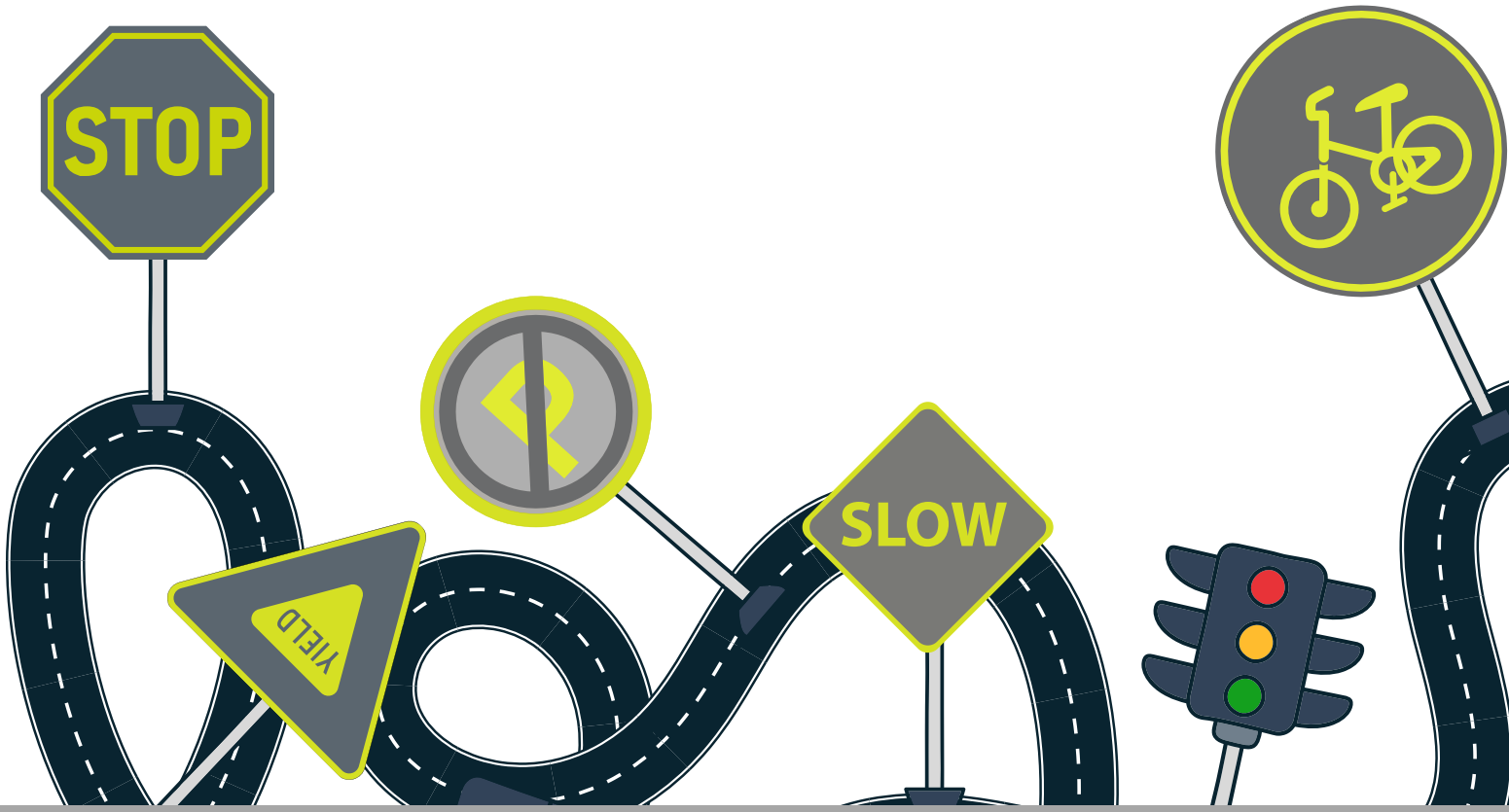
CONCLUSION

What these rules show us above all is that nothing is more important than safety, protecting your life and the lives of others, preventing injuries and accidents.

Nothing should ever make us forget that nothing is more important than life itself, and that nothing can ever justify speeding, recklessness or distraction.

These rules also show us that we live in a society: respecting others, traffic priorities and road signs means respecting the rules that allow us to live in a harmonious society.



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CONCLUSION

This method exists thanks to the European Union's Erasmus Plus programme and thanks to specialists from schools in Ireland, Spain, France, Italy and the Czech Republic who have joined forces to define common methods for teaching these basic regulations.

Coming from different countries, they show us that the rules are more or less the same everywhere and that it's a question of organising society in the best possible way so that we can live in respect for others and in safety. Road safety is a sign of civilisation and everyone should be proud and happy about it.

Several tools will be at the children's disposal: the illustrated text, the characters created by our experts from real children's photos, modulated in animated drawing to reflect children's real attitudes and movements. These characters and videos are specifically designed to accompany and guide the learning process in a practical, concrete and also very playful way, to create experiences and enjoyable moments of conviviality with classmates and coaches.

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CONCLUSION

The work does not end with this handbook and we encourage all teachers, students, parents and partners to report back on the impact of this programme on student behaviour and on the overall educational programme.

We hope to see a culture of green and safe transport develop.

From now on, it's up to you to spread these rules, the videos and the handbook you find on the website as widely as possible, so that each and every one of you becomes a pioneer of safety for all the children of Europe.

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ANNEXES

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e·GREEN

TRAFFIC SIGNS

NO ENTRY

(red circular sign with a horizontal line in the middle): Indicates that it is prohibited to take the direction indicated by the arrow on the sign.

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TRAFFIC SIGNS

STOP

(red octagon with the word "STOP"): Requires you to stop completely and give way before continuing.

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TRAFFIC SIGNS

NO BICYCLES

(red circle with a bicycle inside): Indicates that bicycles are not allowed on this road.

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TRAFFIC SIGNS

NO SPEEDING OVER 30

(a circle with a red border and the number "30" in the center, usually on a white background): indicates a specific speed limit in a road or area.

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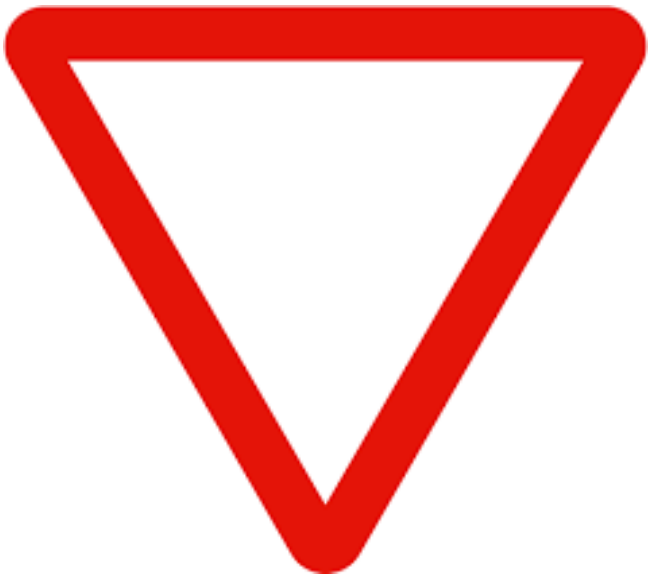
TRAFFIC SIGNS

YIELD



(triangular sign with a red border and white background): it signals drivers to reduce speed and prepare to stop, yielding to vehicles on the main road or at an intersection."

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TRAFFIC SIGNS

CHILDREN
WARNING

(triangle with red border, white background and children in the centre): indicates the presence of children who might cross the road, requesting that special attention be paid and speed be reduced in the vicinity.

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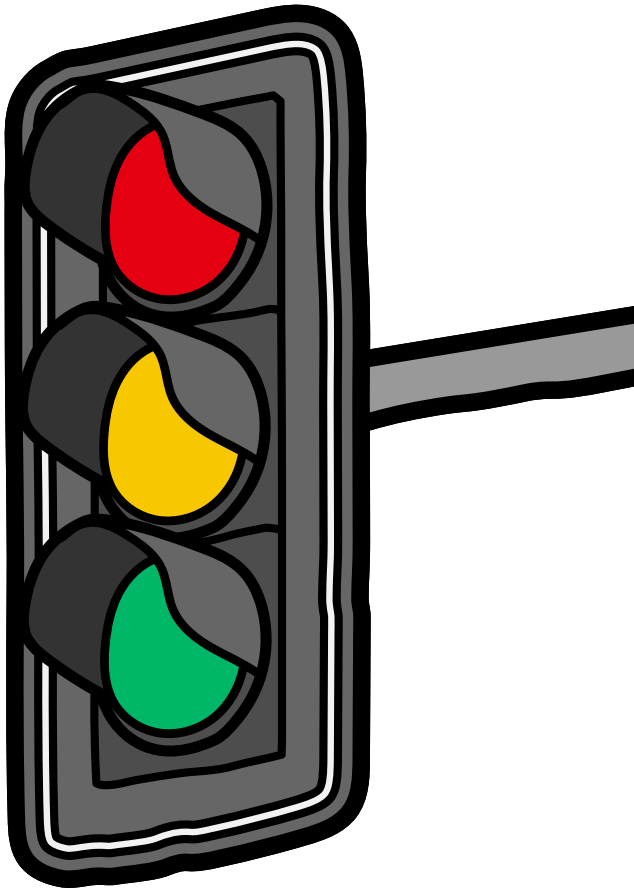
TRAFFIC SIGNS

TRAFFIC LIGHTS

Important to understand the colours and their meanings:



Green: go

Red: stop

Yellow or **amber**: caution

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TRAFFIC SIGNS

PEDESTRIAN CROSSING

(blue square with white triangle and figure of a pedestrian crossing): indicates the presence of a nearby pedestrian crossing, urging the driver to pay attention to pedestrians and reduce speed.

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TRAFFIC SIGNS

BICYCLE LANE

(blue circle with bicycle): indicates the presence of a dedicated bicycle lane.

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TRAFFIC SIGNS

ONE WAY

(blue square with a white arrow): Indicates that the street is one-way and vehicles must travel in the direction of the arrow.

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TRAFFIC SIGNS

LANE

FOR CYCLISTS AND PEDESTRIANS

(blue circle with a figure of a pedestrian and a bicycle): Indicates a shared lane for cyclists and pedestrians.

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GAMES

INTRODUCTION

Children's games in the classroom are crucial to learning because they encourage children's active participation and engagement, facilitate understanding and retention of complex concepts through hands-on experience and repetition, stimulate the development of social and emotional skills through collaboration and communication, and provide an enjoyable and motivating learning environment that reduces stress and increases willingness to learn.

We are suggesting a selection of games suitable for children aged 6-8 and 9-12. However, you are welcome to include your own games or come up with new ones. For more inspiration and ideas, feel free to visit our website, where you can find a variety of options.

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TARGET

Children between 6-8 years

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GAMES

GAME 1 - CREATE AND GUESS

MATERIALS

Paper, crayons, markers...

INSTRUCTIONS

Let the children design their own road signs, explaining the purpose and importance of each one at the same time. The teacher will then call out the name or explanation of a sign, and the pupil that has it should hold it up.

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GAMES

GAME 2 - TRAFFIC SIGN OBSTACLE RACE

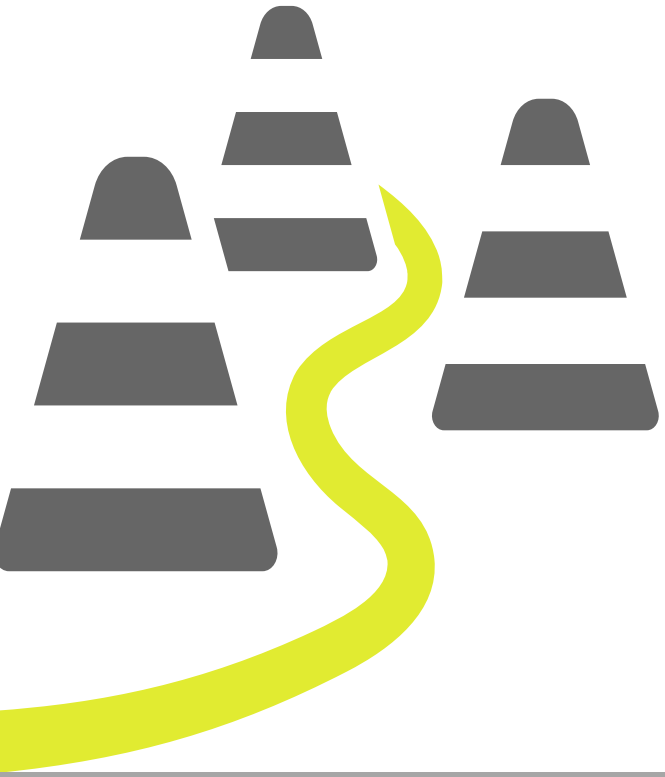
MATERIALS

Cones, ribbons,

and printed road signs.

INSTRUCTIONS

Design an obstacle course in the classroom or playground. Place road signs at different points and explain what each sign means first. Children must follow the instructions on each sign (e.g. stop at a stop sign, walk at a zebra crossing sign...) as they complete the course.



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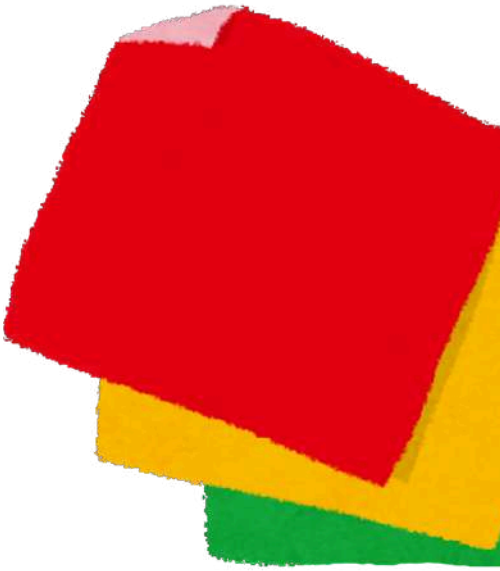
GAMES

GAME 3 - FROZEN TRAFFIC LIGHTS



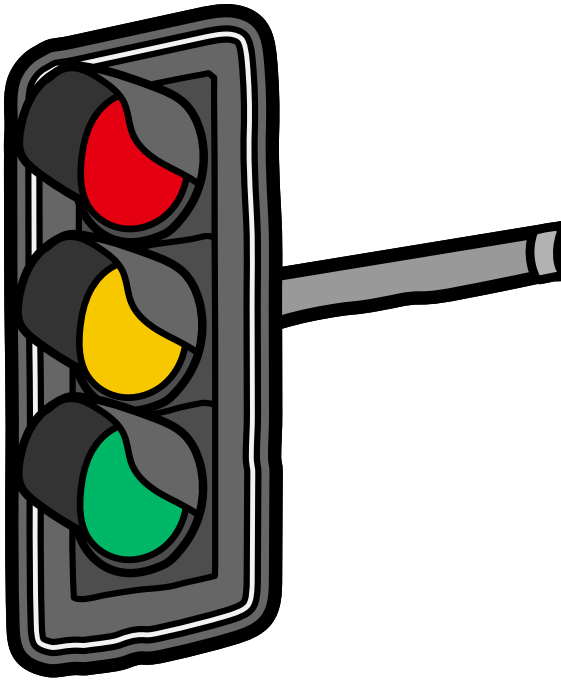
MATERIALS

Coloured papers (

red, yellow, green).

INSTRUCTIONS

Similar to the ‘statue game’. The children run freely until the teacher shows a coloured sign. If it is green, they continue; if it is yellow, they must walk slowly; and if it is red, they must stop. Children who move on red are eliminated. This is a fun way to teach the importance of traffic light colours.



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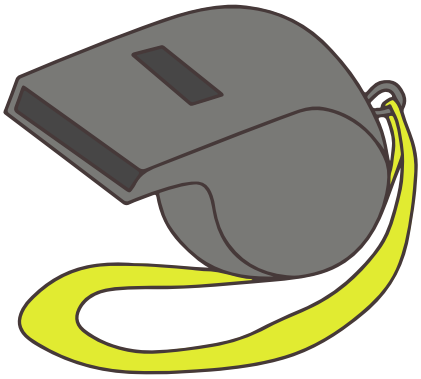
GAMES

GAME 4 - THE TRAFFIC WARDEN

MATERIALS

Whistle and images of road signs.



INSTRUCTIONS

The teacher acts as the ‘traffic warden’ and the children are the vehicles. The inspector shows a sign and the ‘vehicles’ must respond with the correct action (e.g. stop, turn left). If a child makes a mistake, he/she gets a ‘ticket’ and has to perform a fun task (e.g. do 3 jumps).

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TARGET

Children between 9-12 years

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GAMES

GAME 1 - WHO AM I?

MATERIALS

Sign cards and a plush mat to place them on.

INSTRUCTIONS

Each pupil will put a sign card on his or her head and will have to guess it with the help of the descriptions given by his or her classmates.

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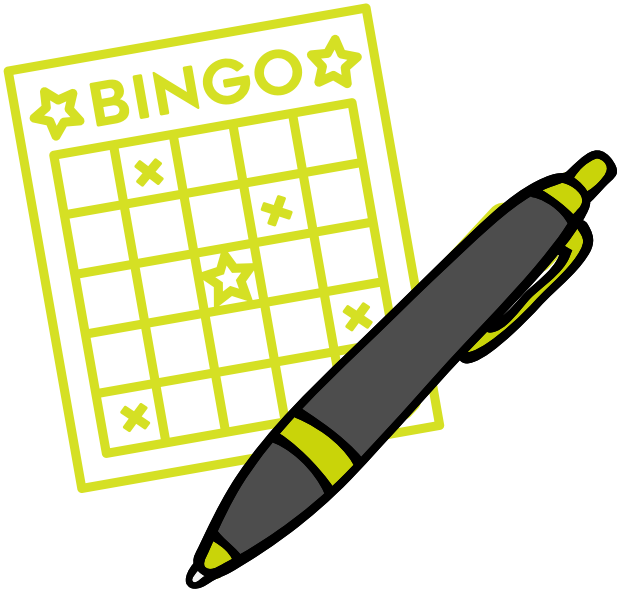
GAMES

GAME 2 - TRAFFIC SIGN BINGO



MATERIALS

Bingo cards with pictures of road signs, tokens or markers.

INSTRUCTIONS

Each child receives a bingo card with different road signs. The teacher describes a sign, and the children mark the corresponding one on their card. The first to complete a line, column or diagonal shouts ‘Bingo’ and wins a small prize.

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GAMES

GAME 3 - ROAD SIGNS TRIVIAL

MATERIALS

Questions and answers about road signs.

INSTRUCTIONS

Organise a quiz game on the meaning and use of different road signs. Children can play in teams and collect points for each correct answer.

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GAMES

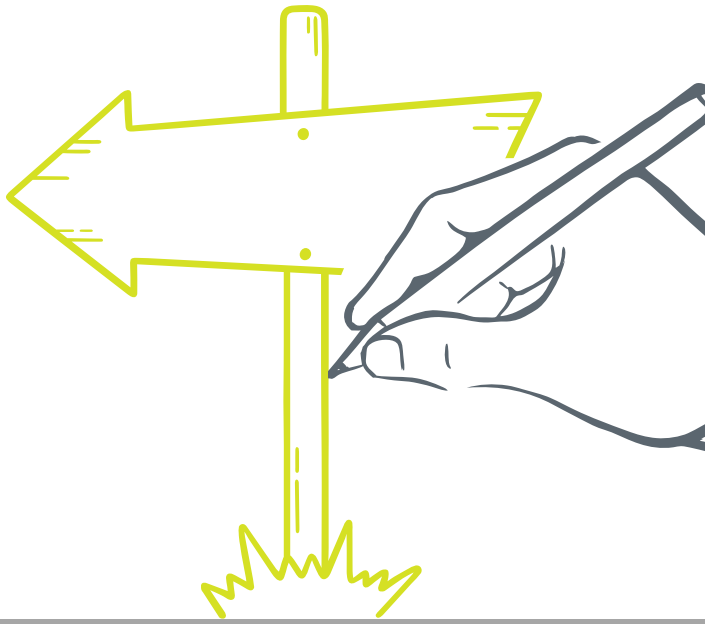
GAME 4 - TRAFFIC SIGNS PICTIONARY

MATERIALS

Whiteboard or large paper, and markers.

INSTRUCTIONS

The children are divided into teams. One child from each team draws a road sign while their team tries to guess what it is. They can set a time limit to make it more challenging.



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PROJECT NUMBER: 2023-1-FR01-KA220-SCH-000153899

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