RED CROSS ROAD SAFETY & FIRST AID RESOURCE PACK

EUROPEAN RED CROSS ROAD SAFETY CAMPAIGN

European Red Cross Societies

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Red Cross Road Safety & First Aid Resource Pack

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Visit our website: www.1-life.info

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To contact any participating National Red Cross Society, please visit: www.ifrc.org/address/directory.asp

Red Cross / EU Office
Bureau Croix-Rouge / UE

4th European Red Cross Road Safety Campaign

Red Cross contributes to improving road safety

Road Safety and First Aid Resource Pack

The new Red Cross tool on road safety

- Tested across 18 EU countries and proved efficient
- Available for free download on the campaign's website www.1-life.info

The Resource Pack is designed for the Red Cross, other organisations, teachers, youth workers and road safety practitioners who want to operate road safety programmes in their countries.

The material has been tested between October 2007 and March 2008 in the following countries: Austria, Bulgaria, Czech Republic, Cyprus, Estonia, Finland, Germany, Greece, Hungary, Italy, Latvia, Lithuania, Poland, Portugal, Romania, Slovak Republic, Slovenia and the United Kingdom.

It has been successfully piloted in a numerous European schools and has received the official support from the Ministries of Education of Cyprus and Greece.

More than 29,000 persons (children, teachers, parents and others) have been engaged in the process of testing the Resource pack.

As a result the Red Cross is launching a new road safety tool which has already been proved efficient in various contexts and settings in many European countries.

Austrian Red Cross - www.roteskreuz.at

British Red Cross - www.redcross.org.uk

Bulgarian Red Cross - www.redcross.bg

Czech Red Cross - www.cervenykriz.eu

Cyprus Red Cross - www.redcross.org.cy

Estonian Red Cross - www.redcross.ee

Finnish Red Cross - www.redcross.fi

German Red Cross - www.drk.de

Hellenic Red Cross - www.redcross.gr

Hungarian Red Cross - www.voroskereszt.hu

Italian Red Cross - www.cri.it

Latvian Red Cross - www.redcross.lv

Lithuanian Red Cross - www.redcross.lt

Malta Red Cross - www.redcross.org.mt

Polish Red Cross - www.pck.org.pl

Portuguese Red Cross -www.cruzvermelha.pt

Romanian Red Cross - www.crucearosie.ro

Slovak Red Cross - www.redcross.sk

Slovenian Red Cross - www.rks.si

Action on Road Safety

A common response by European National Red Cross Societies

In 185 countries in the world, Red Cross and Red Crescent staff and volunteers react not only to current disasters, but also work increasingly on preventing new accidents and casualties.

It is thus not a surprise that national societies joined efforts in the European Union to respond to one of the biggest man-made disasters: the exposure to road accidents.

We were pleased when the European Commission recognised the extent of our network of staff and volunteers throughout Europe and our potential to mobilise civil society actors.

In 2007, European Red Cross Societies can proudly look back at four European Red Cross Road Safety Campaigns, this way continuously contributing to the EU objective of reducing the number of deaths on the road by half by the year 2010.

The first European Red Cross Road Safety Campaign started in 2001, primarily targeting young novice drivers between 18 and 25 and focusing on raising awareness and teaching simple First Aid techniques. In 2003, the Campaign was extended to reach out to school children, a particular vulnerable group in road traffic, and the deployment of activities in 26 European countries. During the third Campaign in 2005, 22 National Red Cross Societies aimed at encouraging individuals, communities, businesses and governments to make pledges to improve road safety under the motto "Bringing European Road Safety Together - a Tour in Europe". The tour consisted of four cars simultaneously travelling throughout each participating country, followed by members of Red Cross National Societies delivering road safety and first aid events and messages in public places.

Joining forces is often the most effective and efficient way to improve road safety and the success of this European Road Safety Campaign was made possible thanks to the co-operation and involvement of many partners: numerous organisations, associations, schools, municipalities, local authorities, the European Commission and private firms such as Toyota and TomTom.

Our activities over the last six years have created valuable insights in good practice, views and initiatives. These useful examples can be beneficial to teachers, youth workers and all those wanting to implement road safety and First Aid awareness campaigns and activities for children. We therefore decided to facilitate the exchange of experiences and networking by producing this resource pack and make it available to as many people as possible, be it within or outside the Red Cross. The material might also provide a useful tool for those active in road safety in continents outside Europe. It can be downloaded for free on the campaign's website www.1-life.info.

I hope this resource pack will contribute to tackle the road safety challenge we are facing nowadays in Europe, and enable us to making a difference.

Luc Henskens
Director of the Red Cross/EU Office

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"Road traffic injuries are a major but neglected public health challenge that requires concerted efforts for effective and sustainable prevention. Of all the systems which people have to deal with every day road traffic systems are the most complex and most dangerous. Worldwide, an estimated 1.2 million are killed in road crashes each year and as many as 50 million are injured. Projections indicate that will rise by about 65% over the next 20 years unless there is new commitment to prevention."

(World Report on Injury Prevention, WHO 2004)

Introduction

The first death involving a motor vehicle is said to have taken place in London in 1896. Since then, road crashes have claimed more than 30 million lives. Throughout the world there is great concern as the number of people killed and injured on the road spirals ever upwards and as the number of motor vehicles continues to grow.

Roads are the most dangerous areas where people will ever operate.

Road crashes are generally caused by a combination of factors; while each of them separately may not appear serious, when combined together they create the circumstances that lead to a crash.

By understanding the interaction of the different factors that lead to crashes on the roads, we can begin to address the root causes – whether these are due to the environment, people's behaviour outside the vehicle, or people's attitude and behaviour within the vehicle.

This resource pack aims to provide National Red Cross Societies and partners with the knowledge needed to engage effectively with a particularly 'at risk' group, children aged 7-11 years. You have within this resource pack, the relevant background, facts and resources to influence the attitude and behaviour of this receptive group, through your network of volunteers and community groups. It also helps to organise awareness raising campaign in your community/country as well as to initiate joint actions with partners for improving the road safety environment in your country. And to finish, it gives ideas on how to combine road safety and first aid.

This resource also helps you, as an individual, to address an issue underlined by the United Nations in May 2004:

"Road traffic injury constitutes a major but neglected public health problem that requires urgent action."

Please use this toolkit to spread good practice in road safety throughout your country. This can be done by empowering your network of contacts to deliver road safety messages to all groups they are in contact with.

Aims of This Resource for the Target Audience

This resource aims to provide National Red Cross Societies and partners with the necessary knowledge and tools they will need, to help 7-11 year old children achieve the following:

- understand the dangers posed by roads and traffic
- learn about First Aid and how it applies to real-life situations

"Wisdom is not something that can be imparted to people through the law but through education. First aid training is an effective way to raise awareness amongst the population about safety issues and prevention. When you learn how to help road accident victims, you are developing sensitivity to road safety."

Since 2001, the EU Red Cross National Societies have collaborated on road safety campaigning with a focus on promoting road safety awareness, first aid skills and good road safety practices.

Why First Aid is so Important

- Over 57% of all road victims die in the first minutes after the crash, before the arrival of the emergency services.
- Up to 85% of preventable pre-hospital deaths may be due to airway obstruction and occur before the arrival of paramedic help.
- First aid is a cost-effective, safe and simple way to save lives in an emergency.

Red Cross Societies train more than 3 million Europeans in First Aid every year.

The training is encouraging people and children to:

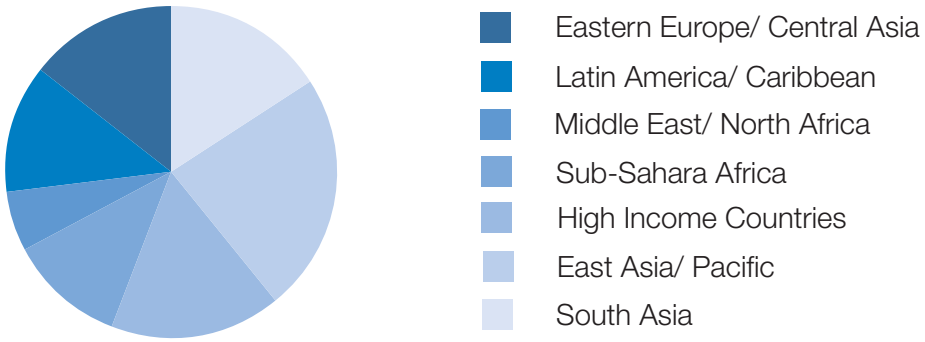
- develop basic First Aid skills to use at the scene of a road crash or other life-threatening situations
- become more independent and responsible for their own safety as well as the safety of others.
- become active citizens by being alert to what is happening around them and being able to respond appropriately
- understand that road safety is a growing problem across the world, particularly in developing countries
- acquire the necessary skills to avoid becoming the victim of a road crash; instead, grow up to become safe, confident road users.

Section 1
Raising Awareness

Road Safety: A Global Problem

The Facts

Predicted deaths worldwide by 2020 (per 100,000 of population)



Source – World report on Traffic Injury Prevention

World-wide

- Every day, more than 3000 people around the world die from road traffic injury.
- Low and middle income countries account for 85% of the deaths and 90% of the work-years lost, because of road traffic injury.
- Projections from the World Bank and World Health Organisation (WHO) have shown that, between 2000 and 2020, road casualties will decline in high income countries, but increase substantially in low and middle income countries.
- Without appropriate action now, road traffic injuries are predicted to be the third leading cause of global disease and injury, by 2020.
- Many families in the low and middle income countries will be driven further into poverty as the result of a road death, or serious injury, to the main income earner of the household.

- Children and young people more than 40% of the people killed on the world's roads every year. This shows that children and young people are at great risk of death, injury and disability, on the roads.

The Practical Guide on Road Safety

Available in Arabic, English, French and Spanish on IFRC
www.ifrc.org/

In 2007, the secretariat of the International Federation of Red Cross and Red Crescent Societies and the Global Road Safety Partnership (GRSP) jointly produced this Practical guide on road safety. It is intended as a summary of road safety problems and solutions worldwide.

This Guide is a road safety reference document for the Red Cross and Red Crescent family. It recalls the basic facts and good practices in use at present. It complements the content of this Resource Pack.

- A first chapter of the guide is devoted to road safety problems in the world in general, their origins, scope, major causes and possible solutions. The aim of this chapter is to provide members of the International Red Cross and Red Crescent Movement with general material to better understand and analyse this major public health phenomenon, which is worsening rapidly, specially in low and middle income countries.
- A second chapter deals with the problems of assessing the situation of the road network, and organizing and financing road safety, which are the foundations of any sound road safety policy and a precondition for action. We have tried to provide readers and members of the Movement with the basic arguments to help them grasp the organisational issues involved in improving road safety and become active in defending and promoting good road safety practices.
- The third chapter examines practical field measures, such as mobilizing decision makers, creating public awareness, improving the enforcement of traffic laws, training young people, improving emergency services and first aid for road users, promoting a road safety culture within National Societies and encouraging partnerships. In each of these areas we survey the problems, highlight practices that work and offer suggestions for measures that can be taken by National Societies.
- The guide also contains several world maps which highlight the outcome of a broad global survey of National Societies and illustrate their activities in the area of road safety by country and by topic.
- The conclusion summarizes 20 recommendations made to the Movement's members so that National Societies can contribute even more to the reducing the incidence and social burden of road crashes in the world.

Facts - EU Member States

- Road traffic crashes in the EU Member States of the European Union claim about 43,000 lives each year and leave more than 1.8 million people injured.
- The direct and indirect cost of road crashes in the EU25 is around 200 billion euro a year representing 2% of the EU GNP (Gross National Product).
- The figures vary greatly between member states with the Baltic States being 8 times less safe than the United Kingdom, which has the fewer casualties within the European Union.
- Over three decades (1970-2000), road traffic has tripled.
- Car occupants make up the largest group of road crash deaths. In the EU14 countries this equates to 54% of the total number of people killed on the roads.
- Pedestrians account for 14% of all road fatalities.
- Men are three times more likely to be killed than women in the EU25.

European Targets

The European Union has set an ambitious target: to reduce by 50% the number of road traffic fatalities by the year 2010 (using 1995 as the baseline year). The action plan states that the target is a "shared responsibility" and requires a joint effort from all stakeholders.

Every organisation and individual involved in public health/ injury prevention has a role to play in promoting safe use of the roads.

The Red Cross, through its unique volunteer network, will continue to play a vital role in contributing to the efforts made for reducing road casualties worldwide.

In 2004, 43401 people were killed in road traffic crashes throughout the EU25. This is a reduction of 26.4% in the last decade. Only in Lithuania, did the number of death increase between 1995 and 2004.

The goal of 25,000 casualties in 2010 will not be reached if the present trends continue. Current projections show a figure of around 32,500. Action is needed now.

Many of the member countries have also set their own ambitious casualty reduction targets, by putting a specific number on the casualties. For example, Estonia aims to reduce road deaths to 100 by 2015 (from 170 in 2004).

Geographical representation of fatality rates highlights a north-south and east-west split. An example of this is that there are over 500 vehicles per 1000 of population in the UK and Germany, while only 160 per 1000 in Romania. Although Romania has a third of the number of vehicles of the UK, it has twice as many fatalities.

Road User Groups

Roads are used by many different groups of people. They are broadly divided into four groups: Drivers • Riders • Passengers • Pedestrians

Some road users are considered to be over-exposed to the risk of injury from traffic crashes – they are often called Vulnerable Road Users.

Vulnerable Road Users

Vulnerable road users are mainly people who are not protected by a vehicle such as pedestrians, cyclists and motorcyclists. Within these groups, children and the elderly are the most vulnerable. Children can also be vulnerable as car passengers as their safety depends totally on the driver.

It is intended that the Red Cross Campaign should try to influence the behaviour and action of vulnerable road user groups by:

- Raising awareness of road safety issues – utilising the Red Cross communication networks across Europe.
- Influencing behaviour through educational routes and partners.
- Building on the reputation of the Red Cross name empowers communities to act in changing the attitude and behaviour of all road users.

The outcome should help contribute to reducing by 50% the number of road crash victims across the EU, by 2010.

The following represents a snapshot of what is happening within the four main road user groups.

Drivers

Regardless of how fast, how safe, how efficient a vehicle is, it is the driver who determines how safely it is driven. For a vehicle to be driven safely, the person behind the wheel has to have the correct attitude and behaviour to sharing the road with others. It is also vital to be equipped with the relevant knowledge and skills to drive safely in all conditions and environments. Drivers must also understand the consequences of the wrong behaviour on the road. This can take the form of legal punishment for bad driving, to the loss of livelihood, to taking someone else's life.

Drivers can be divided into the following groups:

Pre-drivers – drivers undergoing training to enable them to pass their country's driving test.

Novice Drivers – not necessarily young, they are new to driving unaccompanied and they often lack confidence.

Young Drivers – having recently passed their driving test and in the 17-25 years age group, they are also new to driving unaccompanied. They represent more than 65% of all fatalities in this age band. They don't lack the confidence missing in older novice drivers, but tend to over-estimate their driving capabilities. Passengers in this age band are also over-represented in crashes.

25-65 Drivers – this band includes drivers considered to be experienced. However, this is where the least reduction in crash fatalities has occurred so far. They represent over half of all fatalities in this age band.

Elderly Drivers 65+ – once again an experienced group who will have, over the course of their driving careers, experienced massive changes in traffic patterns and road infrastructure. They are involved in just under half of all crashes in this age band.

Riders

Riders can be divided into two distinct groups:

- Those that ride powered 2-wheel vehicles such as motorcycles and mopeds.
- Those that ride bicycles as their preferred mode of transport (economic, environmentally-friendly, anti-congestion vehicle) for sport or as a leisure activity.

Motorcyclists and moped riders account for 1 in 6 fatalities in the EU and cyclists for around 1 in 25.

Moped casualties are down across all countries in the EU.

Motorcyclists and their passengers are the only road user group where casualties have increased, compared to the 1995 base figures (22% increase across the EU).

1 in 6 fatalities on a motorcycle involves a rider in the 16-24 year age band.

Cycling is a particularly popular activity across European countries, not only as a mode of transport but also as a leisure and sporting activity. With improvements in road infrastructure to support safer cycling (cycle lanes, traffic calming to reduce speed of vehicles, road markings to improve cyclists safety), we can expect an increase in the number of people cycling.

Many governments actively encourage cycling as this will help in other target areas such as health, fitness, sustainability and reduction of exhaust gas emission levels. Cyclists, however, are vulnerable and need to be protected. Protective measures can include better road infrastructure, better training (about bicycle skills, physical protection and visibility) and increasing awareness of cyclists' needs among other road users (particularly drivers of cars and large vehicles).

Passengers

Passengers in cars or on motorbikes are represented consistently across the EU (1 in every 10 of road deaths).

In most European countries it is illegal for cyclists to carry any passengers unless their bicycle is specially adapted.

Pedestrians

Pedestrians have a high exposure to risk as they are totally unprotected against a collision with a vehicle. Even at low impact speed, a collision will inevitably lead to the pedestrian getting injured. The degree of injury depends mainly on the vehicle speed, but also on the age of the pedestrian.

In many countries, when the road infrastructure was planned and constructed some time ago, the needs of the vehicle have been prioritised and the needs of the pedestrian have not been fully taken into account.

Young children are more at risk as pedestrians, due to their lack of skills and experience. In many cases they are unable to decide between what is safe and unsafe, near and far or fast and slow.

The same situation occurs again in later life, when the ageing process leads to deterioration of acquired skills, slower reactions and difficulty to adapt well to the changing traffic conditions.

The Major Risk Factors

There are four main areas of influence in terms of casualty reduction :

Wearing a seat belt – can reduce the risk of death or serious injury for drivers and passengers by 50 per cent in the event of a crash.

Wearing a crash helmet – reduces the risk of brain damage.

Both the wearing of a seatbelt or a crash helmet can be simple actions to be discussed and encouraged.

Exceeding the Speed limit – excess speed accounts for thousands of road deaths and injury throughout the EU. Strict enforcement of speed limits, together with education initiatives aimed at pre and young drivers are necessary for a cultural and behaviour change regarding the attitude to speed.

Driving under the influence of alcohol – the maximum legal limit beyond which drivers are liable to penalties in most European countries is 0.5 grams per litre. Scientific studies have shown, however, that even at this authorized maximum rate, the risk of a crash is still double the risk taken by a person who has not drunk any alcohol.

However these are generic areas of risk – if we specifically look at 7 -11 year olds, the most important areas to focus on and in which to influence behaviour are:

- As pedestrians – stop/look/listen, safer crossing places, seeing/being seen, not taking risks, reflective gear
- As cyclists – wearing cycle helmet, checking bicycle safety, cycle skills, road knowledge, reflective gear
- As passengers – wearing seatbelts, getting in/out on safer side, not distracting the driver.

For a more in-depth worldwide analysis of road safety issues highlighted above and recommended solutions please go to www.ifrc.org and look at A Practical Guide on Road Safety – a toolkit for National Red Cross and Red Crescent Societies.

Publicity

Mass media publicity campaigns have been used for many years to promote safer road use. Some campaigns are memorable, can be recalled later and produce the desired outcome of changing behaviour. To achieve this effect, one needs substantial financial input, usually from the government or corporate partners. Many successful campaigns have been built around a multi-partner approach, often involving organisations that have an interest or something to gain from reducing casualties.

> "National Red Cross Societies should actively participate and even initiate campaigns and public debates."
>
> (A Practical Guide on Road Safety – a toolkit for National Red Cross and Red Crescent Societies at www.ifrc.org)

Publicity campaigns are the most widely used tool by road safety promoters. These campaigns are designed to provide information, raise awareness, deliver life-saving advice on correct behaviour and, in turn, change attitudes and behaviour in certain situations. It can also reinforce positive behaviour.

Key Messages

Here are some key messages for road safety campaigns:

- Road traffic injuries are a major global public health and development problem.
- Road traffic crashes affect mostly young people.
- Road traffic injuries can be prevented.
- Road safety is no accident.
- International cooperation is crucial to strengthening national road safety efforts.

Getting Publicity at a Local Level

National Red Cross coordinators should be familiar with local newspapers and have a very good idea of what type of stories they prefer. The tips below can help you achieve more coverage in your local media.

Real Life Case Studies

Human interest is the staple diet of all local newspapers; people want to read about what happens to other people in their local area – real life stories. Journalists will look for the human element in even the most complicated issue to explain to the person on the street how it could affect him or her.

Although this toolkit is mainly targeting 7-11 year olds, road safety affects everyone and is clearly a great concern. Therefore, wherever possible, we suggest that your story includes local people, local issues and the ripple effect of how it affects others.

Right Time

Timing is crucial when sending information to the media. Your press release will have no impact if you send it a week after the event. Always try to get media interested before an event takes place. Undertake an informal briefing prior to the event – even a simple coffee and a slice of cake can prove an attraction to some journalists. Personal contact can help to get your story to the top of the pile.

We recommend contacting the media two weeks before an event, to ensure they have enough time to plan coverage. Follow this up the week before to discuss feature opportunities, interviews, filming, photography, etc.

Contacting the media

Many of you already know your local media well, so it is really just a case of keeping up to date with who is covering local news stories and making sure you have the correct phone and fax numbers,, or email address, to send them information. Increasingly, the media like to receive information via email.

The first few lines you write or say to a journalist are vital to get their attention. A busy news editor will glance at your email or fax, but will not read any further unless you 'hook' them. Finding a strong news angle will ensure what you offer is interesting and newsworthy. Below are a few tips:

- Is it a first?
- Is it new?
- Is it the biggest or the best?
- What does it mean for the local community?
- Does it involve local people and personalities?
- Will it have an effect on local people or will it have national implications?

Press Releases

How to write a press release

News editors receive hundreds of press releases every day, so yours must stand out. Only 3 out of every 100 are used – the rest end up in the waste bin. Below are some top tips on how to maximise the chances of your press release being picked up:

- Write a gripping first paragraph. This is important as a busy news editor needs to become interested at first glance. Start with the news angle, then go on to explain the background of the story.
- Answer the Five Questions:

  WHO is taking part?

  WHAT are they doing?

  WHERE?

  WHEN?

  WHY? (for example, why should anyone be interested?)
- Use the right language. Journalism requires short sentences and words and no jargon.
- Add a contact name. A press release should always include your name and contact details. Make sure you are available to take calls when the press release goes out.
- Include a date. Journalists need to know your press release is current and not old news, so always include a date.

Below are a few examples of what you can use in your press release:

Headlines

The headline must reflect the essential news in the release. The title or headline of your press release must be short but catchy to ensure it grabs journalists' attention and entices them to read on. For example:

Estonian Red Cross National Coordinator states "Road Safety is No Accident!"

Over 50% of deaths on European roads involve a car occupant.

4th European Red Cross Road Safety Campaign targets the safety of children.

Three children under the age of 16 will be killed on the roads of Europe today.

Opening paragraph

Following a strong headline, it is important that your press release gets to the point as quickly as possible. The news should be summarised in the first few lines. The body of the press release can go into more detail. Therefore, the opening paragraph should engage the journalist by stating the key facts, such as:

"With statistics showing that Portuguese child pedestrians are more likely to be involved in a road traffic crash than other European children, the Red Cross is launching a new road safety education programme to help reduce the number of children killed on the roads of Portugal."

"If current trends in road crashes continue in Europe, the target of halving the number of road deaths by 2010 will not be met. Therefore, The European Red Cross Societies are launching the 4th Red Cross Road Safety Campaign in order to stimulate actions towards this goal. The campaign will focus on educating children aged 7 to 11 on how to stay safe on the roads."

Body of Press Release

This should expand and give more detail to the key points included in your opening paragraph. Here are a few examples:

"The persistently high number of tragic deaths on Portugal's roads (insert numbers here) has fuelled the concern for road safety issues in the country, and in particular for the safety of young road users. This is the reason why the 4th European Red Cross Road Safety Campaign was launched. Its aim is to reduce the number of deaths on Portugal's roads."

"Growing concern, from both the United Nations General Assembly and the World Health Assembly, over the problem of road traffic injuries has resulted this year in the introduction of a Global Road Safety Week. It is hoped the first United Nations Global Road Safety Week will provide the opportunity to raise the issue of road traffic injuries and provide a platform to launch new effective road safety initiatives. The 4th Red Cross Road Safety Initiative is a major contribution which it is hoped will be continued and developed in the years ahead."

"The human suffering caused by road crashes is huge. For every victim of a crash, there are family members, friends and communities who must cope with the physical and psychological consequences of the death, injury or disability of a loved one. Crash survivors and their families must cope with the painful and often long-term consequences of injury, disability and rehabilitation."

Quotes

Including a good quote in the press release, preferably from an influential person within the organisation, adds a "human touch" to the press release and contributes to a good story. A quote must add new, relevant and interesting information, or illustrate the situation. It must not repeat what has already been said in the rest of the text.

Examples:

"With road traffic crashes being the largest single cause of child death in Portugal, road safety education and awareness-raising are vital for empowering children to stay safe. We welcome the 4th Red Cross Road Safety Campaign which will help improve safety for children and young people, as well as target road users of all ages, in an effort to reduce the number of deaths and injuries on our roads."

"Car occupants represent a large proportion of those killed or injured in crashes. No matter how good a driver thinks he/she is, all it takes is one small mistake and the results can be catastrophic. The 4th Red Cross Road Safety Initiative will not only to help improve safety for children and young people, but also will help to reduce drink-driving and excessive speeding, which will benefit road users of all ages."

Photo Calls

A photo call is a great way of generating local press coverage. If you have something visually interesting, the local newspaper may take the opportunity to take photographs which will support and focus the key messages of the story.

Always make a note of the names and titles of the people that appear in the picture and provide them to the media.

In the UK, children under 16 need a consent form signed by their parents before the media can photograph them. This may vary in individual countries throughout the EU. It is important to check first before sending children's pictures to the media or allowing them to be photographed.

In case the local media decide not to attend, you can organise your own photographer to take pictures that can be sent to the media with a press release immediately after the event. The local newspaper will usually be able to give you the name and contact details of a freelance photographer. The resulting photographs belong to you and can be used for promotional publicity. Photos should be properly credited to the photographer and your organisation when used

Photography suggestions:

- Presentations to young people at local schools/ community groups.
- Cycle training for children and young people at local community centres.
- Awards ceremonies at schools for good work in the field of road safety.
- Local events and competitions at nurseries.
- Action pictures are the best.

Fact Sheets

Fact sheets can be issued to journalists along with a photo call note or press release. Providing journalists with this information will enable them to write an article with accurate facts.

Accurate and updated facts are good background information for journalists and contribute to a good, credible story.

Global Facts

- Each year, road traffic crashes kill nearly 1.2 million people and injure or disable 20-50 million more.
- More than 40% of road traffic deaths, worldwide, occur among the under 25 age group.
- Road traffic injuries are the second leading cause of death for young people aged 5-25 years.
- Males account for 75% of all road traffic deaths, for the under 25 age group.
- Driving too fast for the road conditions is a major cause of traffic crashes.
- Reducing the average traffic speed by 1km/h can reduce fatal crashes by 4-5%.
- Drinking and driving increases the chance of a crash happening as well as the seriousness of the resulting injuries.
- Teenage male drivers are at least five times more likely to be involved in a crash than drivers aged 30 years and older, at all alcohol levels above zero.
- Seatbelts have saved more lives than any other road safety intervention.
- Young male drivers have been found to use seatbelts less frequently than other groups.

Organising Awareness Campaigns

The impact of publicity in road safety initiatives is difficult to measure in terms of saving lives or changing attitudes.

Campaigns that are the most successful need to be sustained, contain well targeted information and be in a language that the target audience understand.

Key elements include:

- Know the group of road users you intend to target, this can be found by research of your crash data (you will need to consult with your local police or local government authority) and have a specific objective. It not suitable to do something simply because the partners think it is a good idea if it does not address your problem area.
- Make sure your objective is achievable – for example you won't stop all drinking and driving through publicity, but you can raise awareness of both the personal and social consequences.

- Ensure the financing meets the needs of the project. It may be prudent to source other matched funding from other bodies who have an interest in seeing casualties reduced (local health authorities/emergency services etc). Some campaigns may be low-cost local, or more funding intensive national campaigns, see links below for examples.
- Monitoring at regular intervals through the campaign, would allow for change of direction if target groups were not being receptive to message.
- Road Safety publicity according to the Royal Society for the Prevention of Accidents (RoSPA) is about raising awareness, increasing knowledge and changing attitudes. Using a co-ordinated approach in conjunction with enforcement and education may be a more successful than using just one of these elements on their own.

The following links will provide you details of award – winning road safety campaigns. Many of the campaigns start with an educational phase, communicated over a period of time. This is often followed up by an enforcement part, to ensure compliance be it of an existing law, implementation of a new law or generally to address bad road safety practice.

The following websites contain examples of good partnerships and details of partners, resources and downloadable road safety materials.

www.fmg.org.uk/

Informing young drivers on the dangers of driving too fast.

www.protectchild.co.uk/

Keeping your child safe in the car.

www.thinkroadsafety.gov.uk

Covering all aspects of road safety publicity.

http://www.headway.org.uk/sitepages.asp

Running awareness campaigns on the benefits of cycle helmets.

www.safedrive.org.uk/downloads.html

Safe Drive Stay Alive – exploring the circumstances and consequences of a road traffic collision.

www.road-safety.org.uk

Developed by the Scottish Government – information on campaigns, research and downloadable materials.

The following sites also contain materials from across the whole road safety spectrum.

www.3Mstreetwise.co.uk

www.roadskill.org

www.heavygoodvehicle.com

www.cycle4seatbelts.co.uk

www.erso.eu/gs/content/rose25

ROSE 25 booklet published by the European Commission in March 2005 – Inventory of Good Practice (examples of road safety education training and publicity initiatives across the EU.)

www.europa.eu/transport/roadsafety

Section 2
Influencing Behaviour

Methods of Addressing Road User Behaviour

The Five Essentials

Road safety has, for a number of years, been based around the holistic approach of Engineering, Enforcement, Education, Encouragement and, last but not least, Evaluation.

Engineering

Road engineering aims to create an environment of safety for all, by changing the physical features or installing devices that aid safety. Engineering measures usually involve the local authority and should be statistics-led. On occasions, pressure from the community leads to certain projects being put in place to reduce speed, assist safe passage of pedestrian traffic and encourage walking and cycling. Measures may include:

- Traffic calming, such as road humps, surface textures, speed cushions, etc.
- Traffic control and feedback, different types of pedestrian crossings, safety cameras and vehicle-activated warning signs.

The relationship between road features and human behaviour is linked and this is why there must be interaction between the engineer and the educator.

Enforcement

This is undertaken by the police authority, sometimes in conjunction with community volunteers. It involves monitoring of traffic speeds, drink/driving and non-compliance with other road traffic law such as wearing seatbelts and using mobile phones while driving. Methods of enforcement include roadside speed checks and breath-testing.

Enforcement becomes necessary when education has failed. Both enforcement and engineering methods are easily measurable and changes in behaviour, as well as casualty reductions, can be proven. However, without education, attitudes may not change for the long term.

Education

In road safety terms the generally accepted description of education is:

> A broad based activity which usually takes place in schools and other educational establishments. It deals with ideas and concepts and is a gradual process which takes place over long periods of time.

Educational input must be transferable to practical skills. Many successful road safety intervention programmes have a high degree of practical education built in. Education of young children is vital for long term results.

Education is usually linked to training and publicity. Training is about identifying road user needs, putting in place courses to address these needs, providing resources and delivering the training.

Courses will need to be widely publicised to attract attendance (if being undertaken out of school hours).

Particularly suitable for road safety training are pedestrians from a young age, cyclists, drivers and motorcyclists.

Encouragement

Individuals must be encouraged to be responsible for their own behaviour and, by doing so, avoid becoming the victim, or the cause, of a traffic crash.

The community should also be encouraged to volunteer, participate or devise programmes and initiatives that will raise the profile of safe behaviour on the roads. This also leads to the community taking ownership of projects which, in turn, leads to greater involvement.

Evaluation

Evaluation is often the forgotten element of road safety campaigns, mainly because funding for a project is frequently spent on delivery activities, and insufficient reserves are set aside to carry out an effective evaluation.

Evaluation is required to:

- Determine the effect of measures taken
- Determine their impact
- Guide future use
- Inform policy
- Compare benefit to cost.

Evaluation can be conducted in different ways and methods. For example, it can be on-going, in parallel with the programme, carried out right after completion, or after a certain amount of time has elapsed since completion.

For a more comprehensive analysis of the Five Essentials go to www.rospa.co.uk

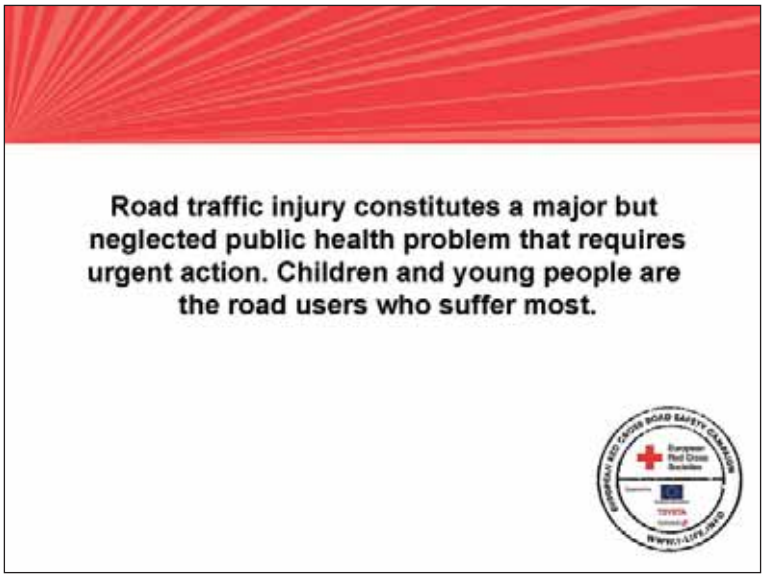
The Role of Red Cross Societies

The tried and proven tools of Engineering and Enforcement, which fall within the remit of local authorities and police authorities, are not areas where the Red Cross can have direct influence. However, Red Cross Societies can change attitudes and create pressure for change through Education, Training and Publicity (ETP).

This resource concentrates on ETP in order to reduce casualty figures and to save lives.

The last section of the document focuses at the individual problems of some of the EU countries, looking at suitable, simple and proven methods of education, training and publicity in order to engage 7-11 year olds and to help address road safety problems in each country.

Sample Road Safety Presentation



- Road traffic crashes cause the majority of accidental deaths to children.
- Using the road can be dangerous for us all.
- Safer behaviour should come with experience – but most often, with experience comes complacency.
- Safer behaviour needs constant practice and reinforcement.

Children are vulnerable

The following groups are the most vulnerable:

- Child pedestrians
- Children passengers in cars
- Child cyclists
- Children living in poorer areas/ countries.

Children as pedestrians

Child pedestrians are more at risk if they live:

- Near busy roads with a lot of traffic
- Where traffic is allowed to go fast
- Here there are no pedestrian crossing facilities
- Where there are no safe places for children to play.

Boys are in general more at risk than girls.

Suggested activities - pedestrians

- Practical road-side training in small groups.
- Looking & listening skills.
- Finding safer places to cross and using them.
- Learning to cross between parked cars.
- Being visible.
- Estimating traffic speed and distance.

Children as car passengers

- To keep children (and everybody else) safe in the car, they must:
- Always travel safely strapped – as is suitable for their size and weight.
- Get in and out of the car from the side furthest away from traffic.
- Adults must provide a good example by always wearing their seatbelt – even for short trips.
- Avoid disturbing the driver.

Suggested activities – car passengers

- Demonstration of the effect of not wearing a seatbelt.
- How not wearing a seatbelt can injure others who are.
- The seatbelt law and penalties.
- The safe way to get in and out of a car.
- Behaviour in the car.

Child cyclists

Young children tend to fall head first. If they lose their balance it is important that they:

- Always wear a cycle helmet when riding their bike.
- Are riding a bicycle which is the right size for them.
- Learn how to cycle safely from an experienced rider.
- Understand that when riding on the road, they are part of the traffic and must obey the road rules.
- Learn basic bicycle maintenance skills.
- Reflective gear

Suggested activities – cyclists

- Demonstration of the effect of not wearing a cycle helmet.
- Bicycle maintenance.
- Observation skills.
- Being seen – reflectors & lights.
- Hazard spotting and avoidance.

First aid: why children should be trained?

- First aid is an effective way to raise awareness about safety issues and prevention
- Children can be involved in an accident: as victim or bystander
- Children can act in case of accident
- Knowing first aid can make children confident to perform lifesaving techniques


What to do on the scene of an accident?
Protect
You, the victim, the bystanders
Alert
Call the emergency services, the European number is 112
Give first aid
You can act, having learnt first aid you will be enough confident to react in case of unconsciousness, bleeding, trauma, burns


You want to know more – contact the local Red Cross branch.

Worksheets for 7-11 year old children

The following worksheets are for you to print and use as needed with any group of children aged 7 to 11. The worksheets are separated into road safety topics so that you can use them according to the priorities of your country.

You will find answers to all worksheets at the end of this section.

Please remember that worksheets alone will have little impact on children's road safety knowledge, skills and understanding. They need to be used in conjunction with practical training – always supervised by an adult.

It will be of great benefit to the children if you can also involve their families, in this project. Young children tend to copy what their parents do; by making parents more safety-aware, not only do we provide children with the right models to copy, but also minimise the chances of other family members becoming the victims of a traffic crash.

Pedestrians

Activity 1: A Guide to Crossing the Road Safely

Crossing the road is the most dangerous activity for a pedestrian. It is important that we all know how to cross the road safely. This guide reminds us of what we must do:

1. Find the safest place to cross.
   This can be a pedestrian crossing nearby, or a straight section of the road where you can see clearly in both directions.

2. Stop near the edge of the pavement.
   If there is no pavement, stop at the edge of the road.

3. Check carefully for traffic in all directions – use your eyes and ears.
   If there is traffic coming, let it pass. Check again.

4. When there is no traffic near, cross with care.
   Only cross when you are sure it is safe. Walk straight across.

5. Keep looking and listening while you cross.
   Traffic can appear after you started crossing – stay alert.

On the following page, draw simple pictures (or use photography) to illustrate the 5 points of the Crossing guide. Then, write each point under or next to each picture.

You can use this page as a poster – make copies and place them where young people can see them and learn how to cross the road safely.

A Guide to Crossing the Road Safely

1

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Activity 2: Safe & unsafe places to cross

A safe place to cross is where you can see clearly along the road, in all directions, and where drivers can see you.

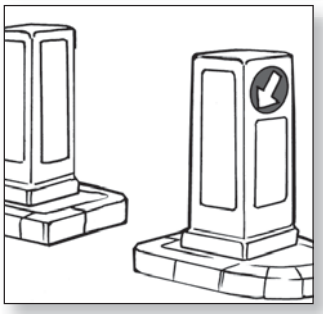
Pedestrian crossings are also safe places to cross, especially those where all traffic stops for pedestrians. Below is a list of the most common:

Zebra crossings

Traffic is supposed to stop to let pedestrians cross but don't count on that. Use the guide to cross safely and make sure all traffic has stopped – or that there is no traffic near – before you step onto the crossing.

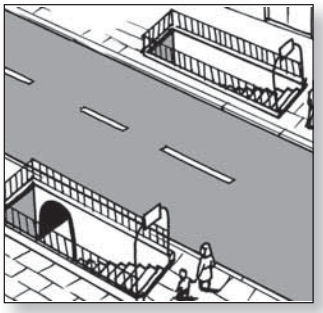
Pelican crossings

These have a red figure and a green figure signal.
When the red figure is lit, WAIT.
When the green figure is lit, check that all traffic has stopped and CROSS WITH CARE.
Keep looking and listening for traffic while you cross.



Traffic islands

You find these on busy roads – they help pedestrians to cross the road in two halves. Use the guide before crossing each half.



Pedestrian underground crossings

You find these in large cities, under roads with fast moving traffic.

Although safe from traffic, do not use underground crossings on your own – there may be other dangers.

Unsafe places to cross

- Do not cross at busy junctions (unless there are traffic lights with a red figure/ green figure signal). Walk a bit further away from the junction to cross.
- Do not cross near corners and bends – you cannot see traffic and drivers cannot see you.
- Do not cross near the top of a hill – cross right at the top so you can see clearly both ways.
- Do not cross where there are railings at the edge of the pavement or zig zag lines along the road.

On the following page, you can plan a safer route to your school.

My safer route to school

In the box below, draw a map of the area where you live (or stick a photocopy of an existing map). Mark where your HOUSE and SCHOOL are and where the safest places to cross are located.

Now, plan the safest route you can take to walk from HOME to SCHOOL and from SCHOOL back HOME. Remember, the shortest route is not always the safest.

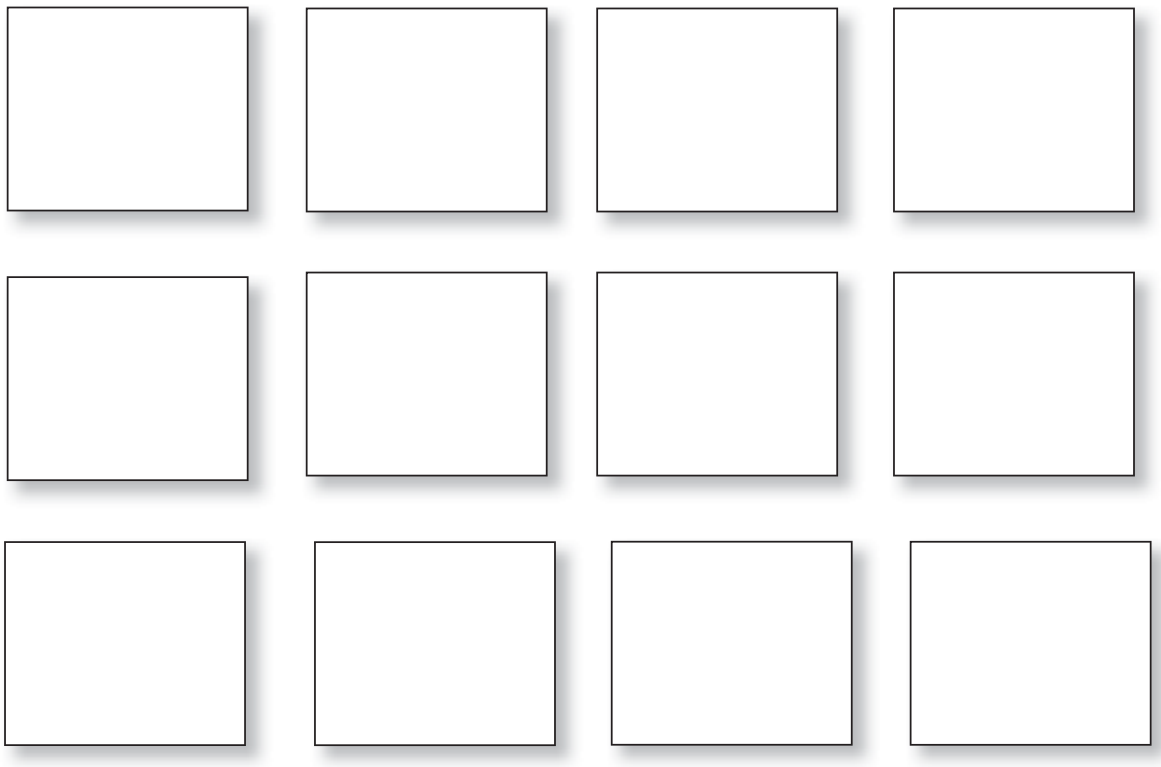
Activity 3: Be visible when walking

It is very important for pedestrians to be visible. This helps drivers and riders to see them and it is particular important when out walking in the dark or in bad weather.

Visible during daytime
Bright colours are easily visible during daytime. Of all bright colours, fluorescent are the best. They come in yellow, orange, lime green and bright pink. If your jacket or coat is a dark colour, wear bright accessories – scarves, gloves, hat, etc.

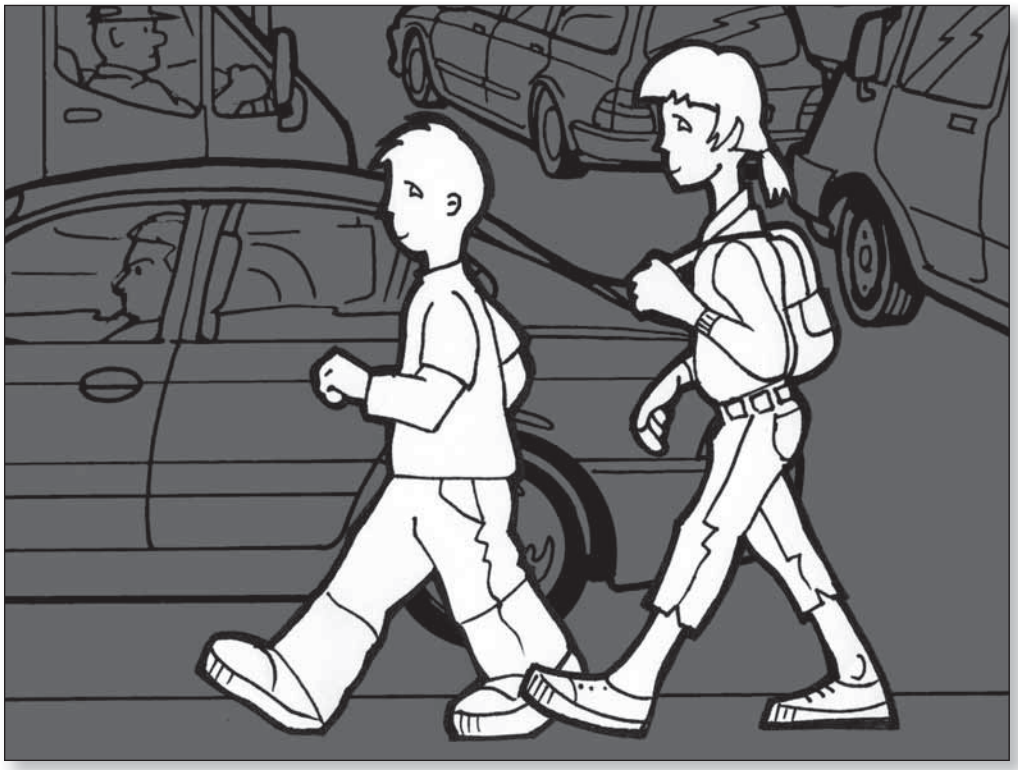
Visible at night
All colours look dull at night – even fluorescent colours. The lighter the colour, the better it will show. White is the best colour to wear at night. There is, however, a very special material that is ideal to wear at night – reflective material. During daytime, it looks grey and dull but at night, it reflects back light from traffic and whoever is wearing it really stands out. Self-adhesive reflective strips and other shapes can be added on jackets and coats to make people visible at night.

Colour the patches below in different colours – some bright, some dull, some light, some dark. Which colours are easier to see in normal light?



Colour the clothes of these children in bright colours so they can be seen easily during the day. Add reflective strips to help them be visible at night.

Day time



Night time

Activity 4: Crossing between parked cars

Sometimes, especially in towns, it is impossible to find a clear part of the road with no parked cars. Check first if there is a pedestrian crossing nearby – if not, use this guide to cross safely between the parked cars.

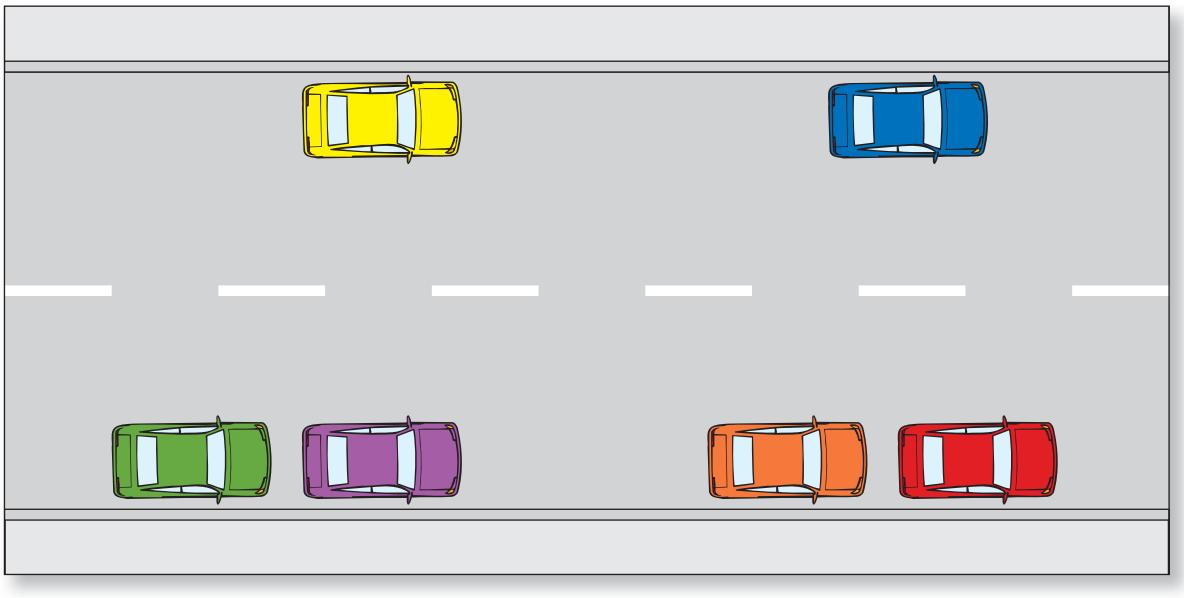
1. Choose a large space between two parked cars.
   Make sure the space is not large enough for another car to try to park, while you are waiting to cross. Check also that the opposite side of the road is as clear as possible.

2. Make sure the cars parked on either side of you are not about to move
   Things to look for are: the driver is in the car; the engine is running; fumes are coming out of the exhaust; an indicator light is flashing, reversing car lights are on.

3. Stand just behind the outer edge of the cars, on the road side.
   From here, you can see clearly traffic coming and drivers can see you.

4. Respect the rules when crossing the road.
   From this position, look all around and listen carefully. When there are no cars near – in both directions – cross to the other side.

The diagram below shows a road full of parked cars seen from above. Imagine you have to cross this road. Decide where it is best to cross and where you would stand – mark the spot as (A). From (A), draw a line to the other side of the road. When you reach the pavement, mark the spot (B).



Activity 5: Quiz – Test your pedestrian knowledge

Tick the answer you think is correct, for each question.

Q1. What is the Guide to Crossing the Road Safely?

- ☐ a) a first aid guide for everyone
- ☐ b) a guide for drivers to drive carefully
- ☐ c) a guide for pedestrians to cross the road safely

Q2. Why should you listen carefully when crossing the road?

- ☐ a) in case somebody calls you
- ☐ b) because sometimes we can hear traffic before we can see it
- ☐ c) to hear people talking

Q3. What is the best way to cross the road?

- ☐ a) to walk straight across
- ☐ b) to run straight across
- ☐ c) to walk diagonally

Q4. How does a traffic island help us cross busy roads?

- ☐ a) it slows down the traffic
- ☐ b) it hides us from traffic
- ☐ c) it lets us cross the road in two halves

Q5. Which is the safest way to walk on a road with no pavement?

- ☐ a) walk in the middle of the road
- ☐ b) walk on the side where you face traffic coming towards you
- ☐ c) walk on the side where you will be travelling in the same direction as the traffic

Q6. What should you do if you need to walk outdoors after dark but have nothing reflective to wear?

- [ ] a) wear something in fluorescent colours
- [ ] b) wear or carry something white
- [ ] c) hide in the shadows

Q7. Where should you stand if you have to cross between parked cars?

- [ ] a) at the edge of the pavement
- [ ] b) on the road, in front of the parked cars
- [ ] c) on the road, just behind the edge of the cars on the road side

Q8. At traffic lights with green figure/red figure signals, when should you cross?

- [ ] a) when the steady green figure is lit
- [ ] b) when the red figure is lit
- [ ] c) when the flashing green figure is lit

Q9. Why do you think there are railings on some pavements?

- [ ] a) to help older people walk safely by holding on to them
- [ ] b) to make pavements look prettier
- [ ] c) to stop pedestrians crossing where it is dangerous

Q10. What should you do at a pedestrian crossing?

- [ ] a) run straight across to the other side of the road
- [ ] b) make sure all traffic has stopped, then walk straight across to the other side
- [ ] c) use it as a safe place to play or meet friends

Cyclists

Activity 1: Your bicycle and you

Cycling is a healthy, low-cost and environment-friendly way to travel. Cyclists are part of the traffic but they are not as well protected as car travellers. You need to be extra careful to stay safe.

Your bicycle must be the right size for you – a bicycle that is too small or too large can make you lose your balance and crash.

- When you sit on the saddle, you must be able to touch the ground with your toes.
- You must be able to reach the brakes comfortably.

Your bicycle must be in good working condition – learn how to service your bicycle and check tyres, brakes and lights before every journey.

- If you use your bicycle at night, you must have a white light and a white reflector at the front and a red light, red reflector at the back.
- Pedal and spoke reflectors are also very useful to help you be seen at night.

Can you name correctly the parts of the bicycle below? Choose from the words in the box.

tyres	handlebars	brakes	pedals
saddle	lights	brake cables	spokes
gears	bell	frame	wheels
steering	reflectors	chain	

1 ..... 6 ..... 11 .....

2 ..... 7 ..... 12 .....

3 ..... 8 ..... 13 .....

4 ..... 9 ..... 14 .....

5 ..... 10 ..... 15 .....

Activity 2: Cycling helmets

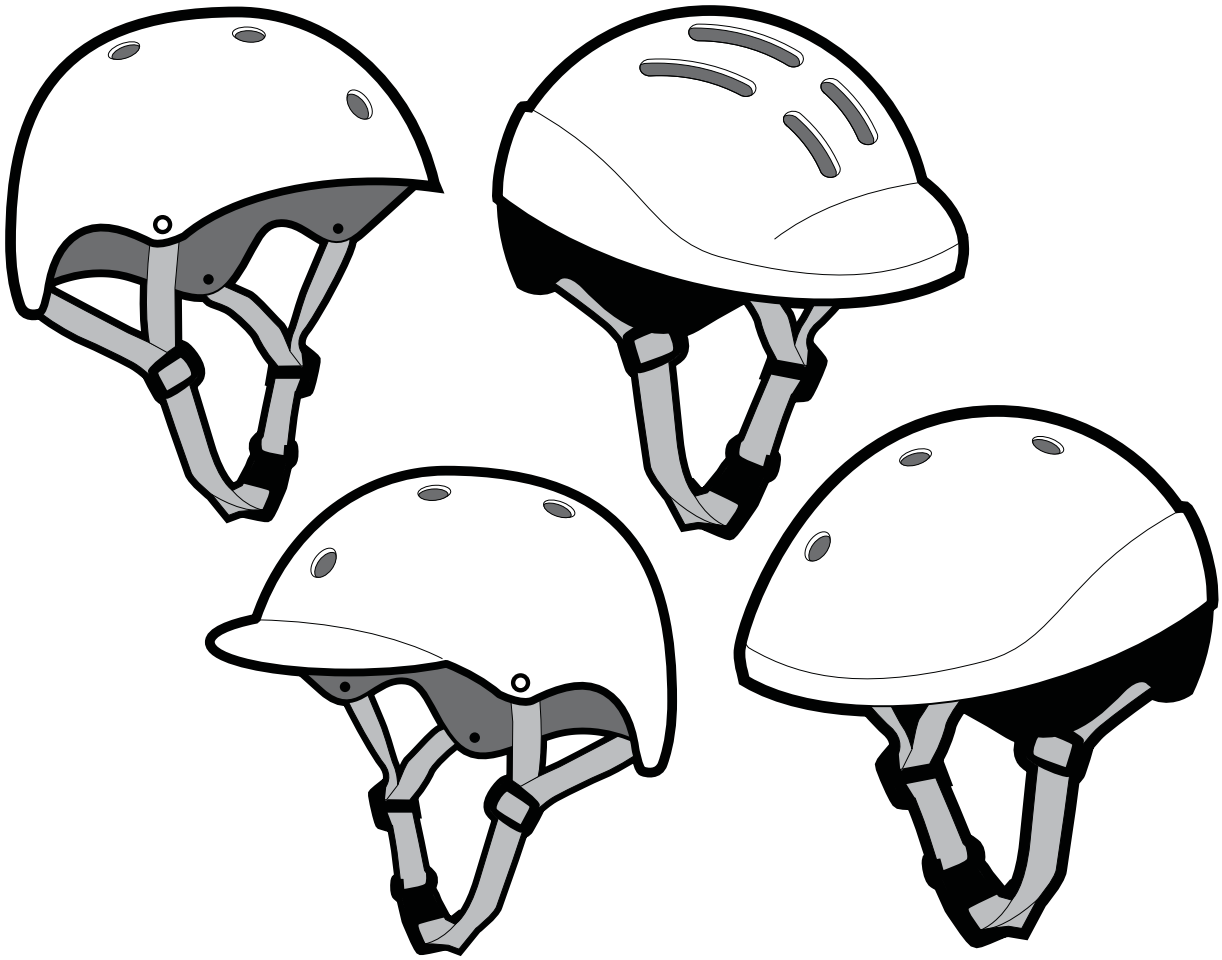
The head is the most vulnerable part of a cyclist's body. If she or he falls, the head (and the brain) can get badly injured. Cycling helmets protect cyclists from injury. Cycling athletes always wear a helmet when they compete. In some countries of Europe, cyclists must wear a helmet by law.

It is important that the helmet fits your head well, otherwise it will not protect you. Get expert advice on which is the right helmet for you.

- Make sure that the helmet and straps do not cover your ears.
- The helmet must not restrict your vision.
- With the straps fastened, the helmet should not move and should feel comfortable.

If you drop your helmet or if you fall down while wearing it, replace it, as it cannot protect you any more.

Below are some helmet designs suitable for your age group. Choose the helmet you like best and colour it in bright colours.

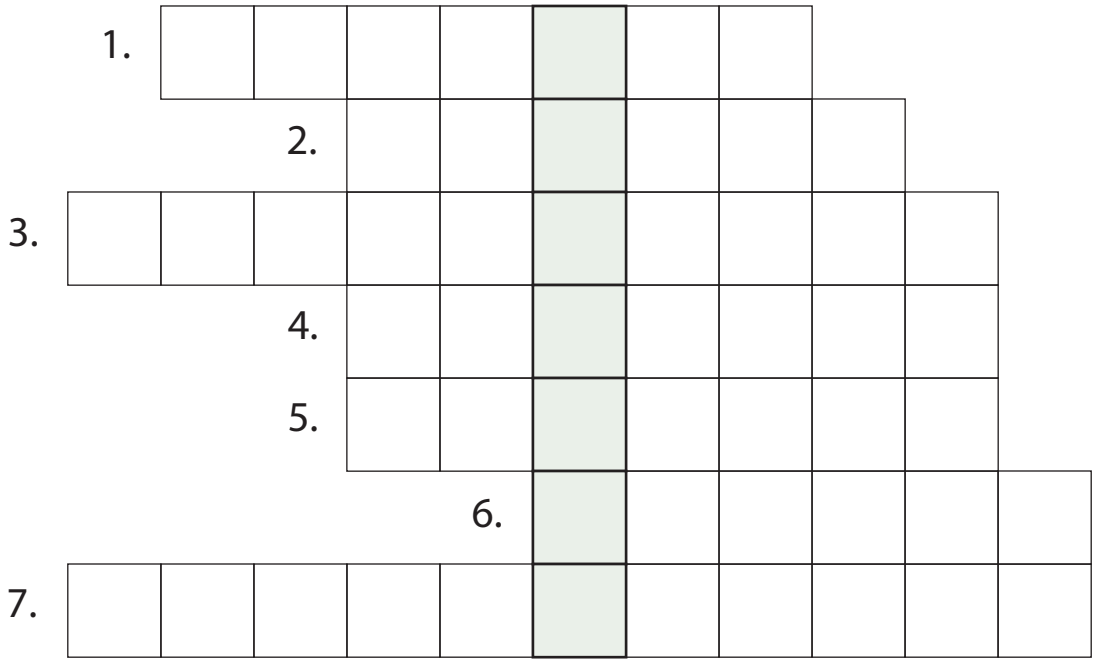


Activity 3: Be visible when cycling

Visibility is just as important for cyclists as it is for pedestrians.
You can do two things to make yourself visible:

- Wear bright/ fluorescent clothes to make yourself visible during daytime and at dusk. At night, wear clothes with reflective strips to be seen.
- Make sure your bicycle's lights and reflectors work and are clean. Have with you spare batteries for your lights (if they are battery operated).

Cyclists' Puzzle
Try to solve the puzzle below from the clues given. When you complete the puzzle, you will find a word hidden in the shaded squares, reading down.



CLUES

1. Something or someone that can be seen easily.
2. It is not dull; clever
3. A material that looks dull during daytime but shines at night when light falls on it.
4. The opposite of night time.
5. Somebody who rides a bicycle.
6. All vehicles must use them when travelling at night.
7. Colours that are very bright and easy to see during daytime and at dusk.

THE HIDDEN WORD IS: ……..

Activity 4: Hazards and safe routes

A hazard is anything that is potentially dangerous. Cyclists, like all road users, face different types of hazards:

- Weather hazards – rain, wind, snow, sleet, ice, etc.
- Other road users – drivers, pedestrians, motorcyclists, other cyclists
- Road hazards – uneven road surfaces, potholes, drains, spills, gravel, roadworks, etc.
- Traffic environment hazards – heavy traffic, traffic lights not working, sharp bends, etc.

Cyclists need to:

- plan their routes carefully to avoid any known hazards
- be ready for other road users to do unexpected things
- be properly trained in handling their bicycle so they do not lose control easily.

Make a list of all hazards you can think of that could affect cyclists and write a short explanation of the possible dangers. An example has been done for you. Continue on separate paper if necessary.

Hazard	Danger
Strong wind	Can make cyclists lose balance and fall
……	……
……	……
……	……
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……	……
……	……
……	……
……..…	……
……	……

Activity 5: Quiz - Test your cycling knowledge

Tick the answer you think is correct, for each question.

Q1. Why is cycling an environment-friendly way to travel?

- ☐ a) because it gives you time to enjoy the environment
- ☐ b) because it uses no fuel that causes pollution
- ☐ c) because it takes less space on the road

Q2. Why are cyclists more vulnerable than car users?

- ☐ a) because they are younger
- ☐ b) because they are less experienced
- ☐ c) because their vehicle does not protect them

Q3. When is a bicycle the right size for you?

- ☐ a) when sitting on the saddle, you can touch the ground with your toes
- ☐ b) when it is the same height as you
- ☐ c) when the saddle is at the same level as your waist

Q4. What do cyclists need to check before each journey?

- ☐ a) tyres, brakes and lights
- ☐ b) saddle and handlebars
- ☐ c) pedals and chain

Q5. What colour should the back reflectors of a bicycle be?

- ☐ a) white
- ☐ b) black
- ☐ c) red

Q6. What should all cyclists wear to protect their head?

- ☐ a) a hard hat
- ☐ b) a hood
- ☐ c) a cycle helmet

Q7. What should cyclists do if they drop their helmet?

- ☐ a) replace it
- ☐ b) be more careful
- ☐ c) check it for damage and stick plaster over any cracks

Q8. What material helps cyclists to be visible at night?

- ☐ a) fluorescent
- ☐ b) reflective
- ☐ c) iridescent

Q9. What is a hazard?

- ☐ a) other road users
- ☐ b) roadworks
- ☐ c) anything that could be dangerous

Q10. Why should cyclists plan their route in advance?

- ☐ a) so they don't get lost
- ☐ b) to gain time
- ☐ c) to avoid known hazards

Car Passengers

Activity 1: Seatbelts and other restraints

Everybody must use a seatbelt or a suitable child restraint, when travelling in cars – they protect the car occupants if a crash happens. It is also required by the law.

Adult seatbelts are not suitable for children under 1.35 metres in height. There are specially designed car seats for different child sizes and weights. Older children can use a booster seat to give them the extra height needed for using an adult seatbelt.

Seatbelts must be used correctly to offer real protection. Make sure the belt is flat and snug against your body. Do not put the shoulder harness under your arm – it needs to run across your chest to protect you.

Airbags in modern vehicles can be a lifesaver, but they're designed for use with a seatbelt. Without your seatbelt on, the airbag can actually harm you.

Spot the differences

The two pictures below show the correct and incorrect ways of wearing your seatbelt. Except for this very important difference, there are 9 more differences between the two pictures. Can you find them? Draw a circle around each one you find.

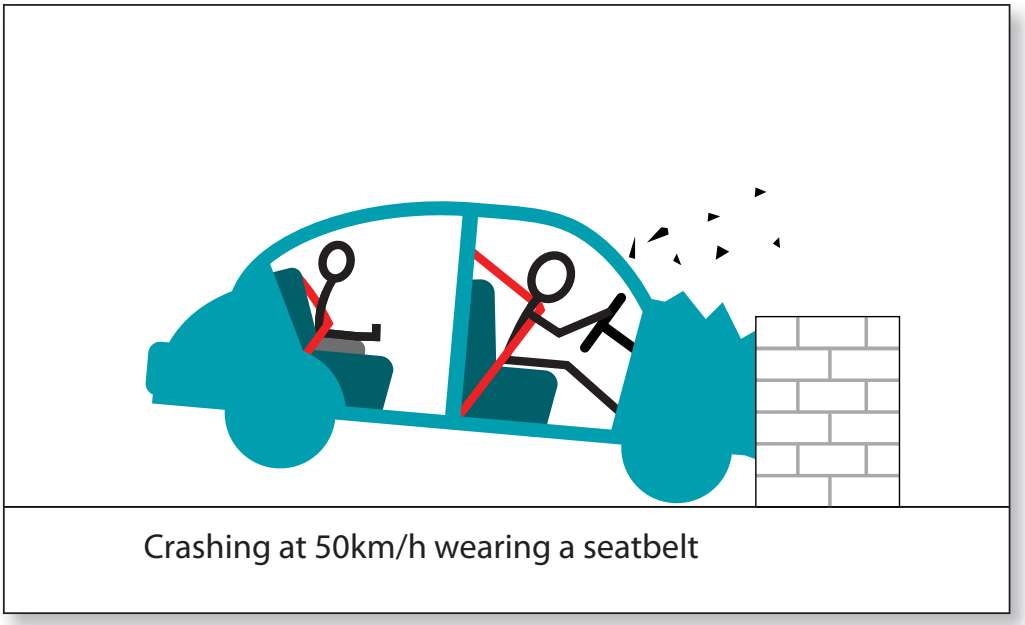
Correct use

Incorrect use

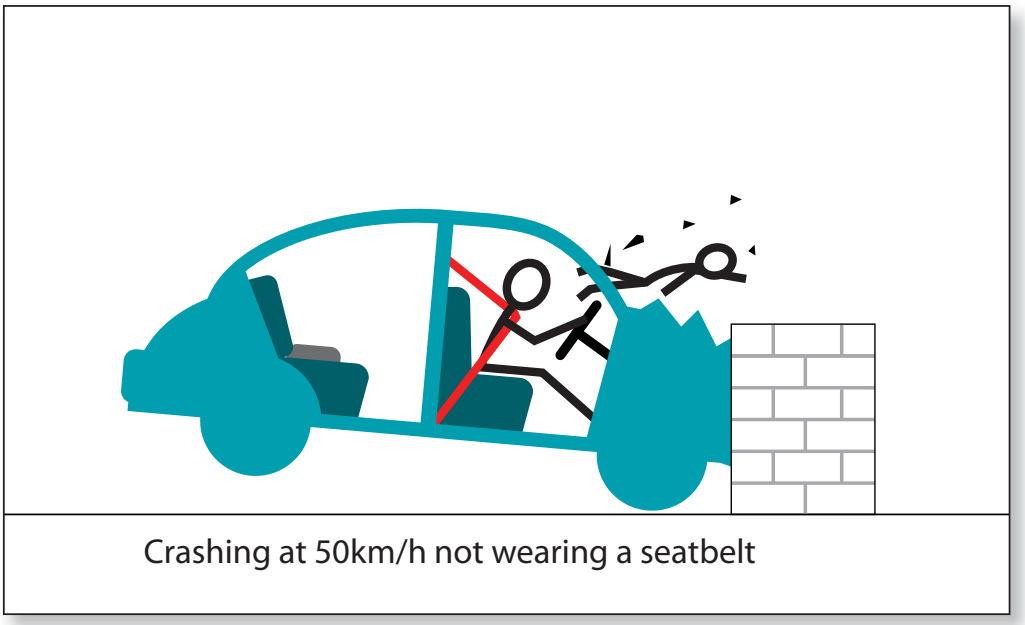
Activity 2: What happens in a car crash

A car crash at a speed of 50 km/h produces an impact on your body equivalent to falling from a 3-storey building.

If the car you travel in stops suddenly, because of a crash, you will be thrown forward onto the steering wheel, dashboard or windscreen. Then, your internal organs will collide with the insides of your body. It's actually three crashes in one. That's why wearing a seatbelt (or child restraint) is so important – they can save your life!



Crashing at 50km/h wearing a seatbelt



Crashing at 50km/h not wearing a seatbelt

Become a newspaper reporter

Imagine you are a news reporter for your local newspaper. You investigate a car crash where a 9-year old child was killed – he/she was travelling in the back of the car without wearing any car restraint. The father, who was driving, is in hospital. He was wearing his seatbelt at the time of the crash. Write a fictitious story about the car crash.

Tip: Remember to mention where and how the crash happened, what witnesses said, what the child's mum / sisters / brothers said, etc.

Activity 3: Safe in the car Wordsearch

There are many other things, besides wearing your seatbelt, you can do to keep yourself and others safe, when travelling in cars:

- Do not distract the driver by talking to him/her, shouting or arguing - a driver has many things to watch out for, such as the car speed, where he/she is going, pedestrians crossing, cyclists and other traffic, road signs, traffic lights, etc.
- You must not put any part of your body out of a car window – you could get hurt by passing traffic or the window may close by accident and trap you.
- You must secure all heavy luggage at the back of the car – if the driver stops suddenly or the car crashes, luggage will be thrown forward and could injure the passengers.
- If you carry animals in the car, make sure they are restrained - use a cage which is then secured with a seatbelt or other devise.
- Get in and out of the car from the side which is furthest away from the traffic.

Can you find the words in the list hidden in the puzzle?
Look across and down.

L	U	G	G	A	G	E	T	P
D	S	D	R	I	V	E	R	A
I	P	C	C	R	A	S	H	S
S	E	A	T	B	E	L	T	S
T	E	R	O	A	D	S	I	E
R	D	W	U	G	L	A	W	N
A	B	O	O	S	T	E	R	G
C	W	I	N	D	O	W	S	E
T	R	A	F	F	I	C	O	R

Airbags
Booster
Car
Crash
Distract
Driver
Law
Luggage
Passenger
Road
Seatbelts
Speed
Traffic
Windows

Activity 4: Things look different from inside a car

When we are out walking or cycling, we watch out for cars and other traffic, but do not often think of what problems we may create for drivers.

It is important to realise that cars need time to stop or change direction. We must never walk suddenly on to the road, expecting that traffic will just stop for us – the most skilled driver in the world cannot stop a car instantly.

A car's stopping distance depends on:

a) how alert the driver is (if the driver is tired, distracted or had an alcoholic drink, it will take longer to stop)

b) how fast the car is travelling (the faster a car goes, the longer it takes to stop)

c) how good the car tyres and brakes are (if they are worn out, they cannot stop the car effectively)

d) weather conditions (in rain, braking distance doubles and in snow or ice it triples)

A driver's diary

Read what problems a driver had to face during a particularly 'bad' day.
Then, answer the questions on the following page.

12 December

Today, I had a particularly bad day while driving and I am lucky to be alive or not to have killed someone!

It started in the morning while I was driving to work. A stupid child just ran on to the road in front of me and I had to brake so hard to avoid hitting him, that the car behind hit me. At least I managed not to hit the child! Afterwards, he was so scared, I don't think he will do it again.

Luckily, I can still drive the car but I need to take a day off work to have it fixed. And my neck hurts from being thrown forwards in the crash. I suppose I should see the doctor but, this means more time off work and, with Christmas coming, I don't think I can afford it.

But that was not all! On the way back from work, it started raining and I could hardly see outside the windscreen. It was already dark and traffic was moving slowly. Suddenly, a cyclist appeared in front of me with no lights on his bicycle and wearing dark clothes. He really surprised me and I had no time to brake. I swerved sharply to avoid hitting him and the car ended up half on the pavement.

Luckily, no pedestrians were on the pavement at the time, but the car's front tyre burst and I had to get out and replace it. I got very wet in the rain.

I am back home finally. I just had a hot drink and I'm going to bed now. I do not feel very well – I think I've got a cold starting now…

A driver's diary

Why do you think the child ran on to the road, without stopping to check if it was safe?

.....

.....

What do you think would have happened if the driver had not managed to stop?

.....

.....

Whose fault would it be if the driver had hit the child? Why?

.....

.....

Whose fault would it be if the driver had hit the cyclist? Why?

.....

.....

What would have happened if there were people walking past, when the driver's car ended up on the pavement?

.....

.....

Do you think the driver should take time off work to go and see a doctor for his neck?

.....

.....

What could happen to the driver's health as a result of getting wet in the rain?

.....

.....

What would happen to the driver's family if he needed to stay in hospital?

.....

.....

Activity 5: Quiz – Test your car passenger knowledge

Tick the answer you think is correct, for each question.

Q1. How should we choose a child's car seat?

- ☐ a) by the child's size and weight
- ☐ b) by the child's age
- ☐ c) by whether the child is a girl or a boy

Q2. What is the minimum height for a child to wear an adult seatbelt in the car?

- ☐ a) 1.25 metres
- ☐ b) 1.35 metres
- ☐ c) 1.45 metres

Q3. What can older children use to allow them to safely use a seatbelt in the car?

- ☐ a) a car seat
- ☐ b) a booster seat
- ☐ c) a cushion or pillow

Q4. What are car airbags for?

- ☐ a) to make travelling in cars more comfortable
- ☐ b) to protect the car in the event of a crash
- ☐ c) to protect the car occupants in the event of a crash

Q5. What will happen to a passenger not using a seatbelt, if a car crashes head on into a wall?

- ☐ a) the passenger will be thrown forward
- ☐ b) the passenger will be thrown backwards
- ☐ c) the passenger will be thrown sideways

Q6. Why should passengers avoid distracting the driver?

- ☐ a) because the driver may take the wrong direction
- ☐ b) because the driver may get annoyed
- ☐ c) because the driver needs to concentrate on driving and keeping everybody safe

Q7. Which is the safest side to get in or out of a car?

- ☐ a) the side furthest away from traffic
- ☐ b) the driver side
- ☐ c) the side nearest to where we sit

Q8. What will happen to luggage carried in the passenger area of a car, if it crashes?

- ☐ a) the luggage will get damaged
- ☐ b) the luggage will be thrown around and could hit the driver or a passenger
- ☐ c) the luggage could open up and the contents spread all around

Q9. How does snow or ice affect a car's braking distance?

- ☐ a) make it twice as long
- ☐ b) make it three times shorter
- ☐ c) make it three times longer

Q10. How does speed affect a car's braking distance?

- ☐ a) the faster a car goes, the longer it needs to stop
- ☐ b) the slower a car goes, the longer it needs to stop
- ☐ c) it makes no difference

Crashes & First Aid

Activity 1: Injury on the road – the facts

- Each year, around 1.2 million people are killed in road crashes, worldwide. Around 50 million are injured. A large proportion of them are children and young people.
- In EU countries, 43,000 people are killed and more than 1.8 million injured each year in road crashes.
- Over half of road deaths happen before the emergency services arrive.
- Many of the deaths could have been prevented if the injured received basic First Aid immediately.
- Most people do not have enough knowledge of First Aid to help themselves and others at the scene of a crash.

The National Red Cross Societies are well-placed to encourage people to change behaviour, thanks to the unique access to communities through a large network of volunteers" explains Luc Henskens, Director of the Red Cross/EU Office in Brussels. "First Aid training is an efficient way to raise road safety awareness amongst the population and to educate citizens on accident and injury prevention."

First Aid can save lives

Imagine that a victim has a severe bleeding following a road crash. If nobody applies pressure to the wound to stop the bleeding, even the most sophisticated emergency service might arrive on the scene only to certify death.

Red Cross encourages individuals, communities, organizations and other Stakeholders to improve road safety and to learn First Aid.

The Table below shows the latest figures on traffic deaths and car ownership in 27 European countries.

MAP REF.	COUNTRY	DEATHS PER 100,000 POPULATION	CARS PER 1000 POPULATION
1	Austria	9.4	500
2	Belgium	12.2	464
3	Bulgaria	12.1	280
4	Cyprus	15.4	408
5	Czech Republic	12.6	400
6	Denmark	6.9	352
7	Estonia	12.4	350
8	Finland	7.3	500
9	France	9.3	491
10	Germany	6.1	550
11	Greece	15.2	500
12	Hungary	12.8	320
13	Ireland	9.8	374
14	Italy	9.8	650
15	Latvia	21.6	350
16	Lithuania	21.9	480
17	Luxembourg	11.0	646
18	Malta	3.3	491
19	Poland	15.0	360
20	Portugal	12.3	400
21	Romania	10.9	160
22	Slovakia	11.1	300
23	Slovenia	13.7	500
24	Spain	11.3	459
25	Sweden	5.4	454
26	The Netherlands	5.0	425
27	UK	5.5	500
	Average	……	…..

Task 1: Work out the averages for all European countries listed.

Task 2: Compare your country to the European average.

My country has …… (fewer/more) traffic deaths than Europe's average (per 100,000 population).

My country has …… (fewer/more) cars than Europe's average (per 1000 population).

Task 3: On the following page, you will find a map of Europe.

a) Find on the map each country from the list and write its Map Ref. number on it.

b) Colour the country with the highest road death rate in ed and the country with the lowest in green. Colour the country with the second highest rate in orange and the country with the second lowest in lue. Colour the rest in yellow. Any countries, for which you have no data, just leave white.

Map of Europe

Activity 2: What to do if you see a road crash

Knowing what to do in an emergency can help save someone's life. This is very important in the case of people injured in road crashes as many die unnecessarily before help arrives.

Five steps to remember:

1. Stop and help
   Don't leave it for someone else – you can help.

2. Stay safe
   Keep off the road – don't put yourself in danger or you will not be able to help anyone. Ask an adult to place warning signs around the crash scene, to keep other traffic away.

3. Keep calm
   Take a deep breath and keep calm to think clearly.

4. Call the emergency services
   If you can see injured people call an ambulance. Make sure you know how to contact the emergency services. If an adult is there who knows, ask them to do it so that you can quickly move to the next step. (If the adult knows First Aid, let him/her help the injured and you call the emergency services. Come back to help.)

5. Give First Aid
   Knowing just a few basics could help keep someone alive until an ambulance arrives. Take a Red Cross First Aid course to learn the basics and increase your confidence. See also Activity 3.

Find out the telephone numbers of the Emergency Services in your country.

Describe, step by step, what you need to say when you contact them. Write the information below or use a separate sheet of paper:

Activity 3: Giving First Aid

If you need to help somebody injured in a road crash:

1. Firstly, make sure you are in a safe position and cannot get injured yourself.
2. Approach the injured person. Do not move them unless they are in immediate danger.
3. Check if they are conscious – talk to them and tap them gently.
4. If there is no response, check if they are breathing.
5. Keep their airways open – gently tilt their head back and lift their chin.
6. If they are breathing, place the victim in recovery position
7. If they are not breathing, start resuscitation (or get someone else to do it).
8. Check for bleeding – try to stop any severe bleeding.

Cover the injured to keep them warm until an ambulance arrives

The sentences of the story below have been mixed up.
Can you write them again in the correct order?

He made sure he was in a safe position and couldn't be hit by cars.

He went near the girl who was lying still at the edge of the road.

He kept talking to her until an ambulance arrived.

Tom was walking to school when he saw a girl who was hit by a car.

She opened her eyes but soon closed them again – her breathing was weak.

Then, he looked for signs of injury.

He spoke to her calmly and patted her softly on the hand.

There was no bleeding.

Tom covered the girl with his jacket to keep her warm.

Tom gently tilted her head back to free her airways.

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Activity 4: The essential First Aid box

Every car should be equipped with a First Aid box to help deal with injuries in the event of a traffic crash. For example, the British RC recommended kit for motorists contains the following items:

First aid emergency guide
10 assorted plasters
4 triangular bandages
6 dressing pads
2 packs of gauze swabs
2 sterile non-adherent absorbent dressings
Roll of hypo-allergenic tape
4 pairs of vinyl gloves
5 alcohol-free antiseptic wipes
6 safety pins
Disposable face shield
Pair of scissors
Plastic tweezers
Emergency foil blanket
Note pad and pencil
Torch
Cold pack
Clinical waste bag

Can you find the words highlighted in red, hidden in the puzzle below? Look across and down.

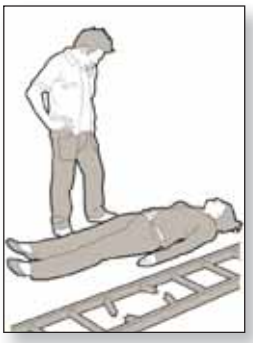
S	W	A	B	S	D	F	I	R	S	T	A
A	A	B	S	O	R	B	E	N	T	W	S
P	L	A	S	T	E	R	S	T	E	E	C
A	W	N	A	Z	S	I	F	O	R	E	I
D	I	D	W	A	S	T	E	R	I	Z	S
S	P	A	F	O	I	L	A	C	L	E	S
A	E	G	P	I	N	S	N	H	E	R	O
I	S	E	Z	A	G	L	O	V	E	S	R
D	I	S	P	O	S	A	B	L	E	O	S

Activity 5: Road safety and First Aid

Read the story below and answer the questions overleaf.

Jamal is on the way home from school with some of his friends. They come to a crossing and see a woman lying by the side of the road. Jamal remembers that he had learnt first aid a couple of weeks ago, whilst in a lesson at school. He decides to go and help.

After asking his friend to dial 999 for help, Jamal does the following:



Danger

Jamal checks that the area was safe for him to go and help

Response

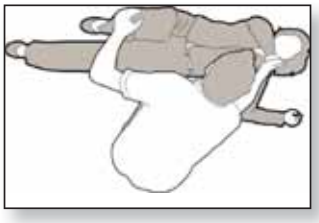
Jamal checks whether the woman is conscious. He speaks to the woman and gently shakes her shoulder

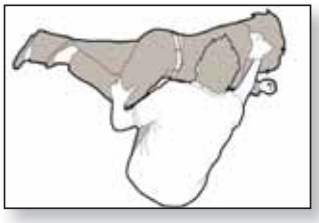
Airway

Jamal opens her airway by tilting her head back and lifting her chin.

Breathing

Jamal checks to see if she is still breathing and looks, listens and feels for breathing on his cheek.





The woman is breathing so Jamal puts her on her side in the Recovery Position to keep her airway open and help her to continue to breathe.

The Ambulance arrives and takes the woman to hospital. The Paramedics tell Jamal that his actions saved the woman's life. Jamal's friends are very impressed that he was able to help and decide to go on a first aid course, so that they would also know what to do if they came across an accident.

True or False?

It is important that you would feel confident to help someone who had been in accident. Test yourself by reading the statements below and deciding whether they are true or false.

		True (3)	False (3)
1	If you see an accident, you must make sure you are safe before you do anything else.		
2	To call an ambulance you should dial 777.		
3	You can only help someone who has been hurt in an accident if you are a doctor or a nurse.		
4	Calling an ambulance costs £0.22 per minute.		
5	To check whether an unconscious person is breathing, you should open the airway and then look, listen and smell for breathing.		
6	To check for a response you must blow in the person's face.		
7	You need to open the airway before you check for breathing.		
8	If a person is unconscious and breathing, it is best to put them in the recovery position.		

Activity 6: Scenario Discussion

A cyclist has been hit by a car whilst riding to the shop. You are on the way to visit your friend and you see the cyclist lying in the middle of the road and the car on the side of the pavement.

You are about to go and see if anyone needs any help but before you do STOP! Make sure that you don't put yourself in any danger. Call 112 for help as soon as possible.

Look at the pictures below and circle all the dangers that you will have to think about before going to help.

A)

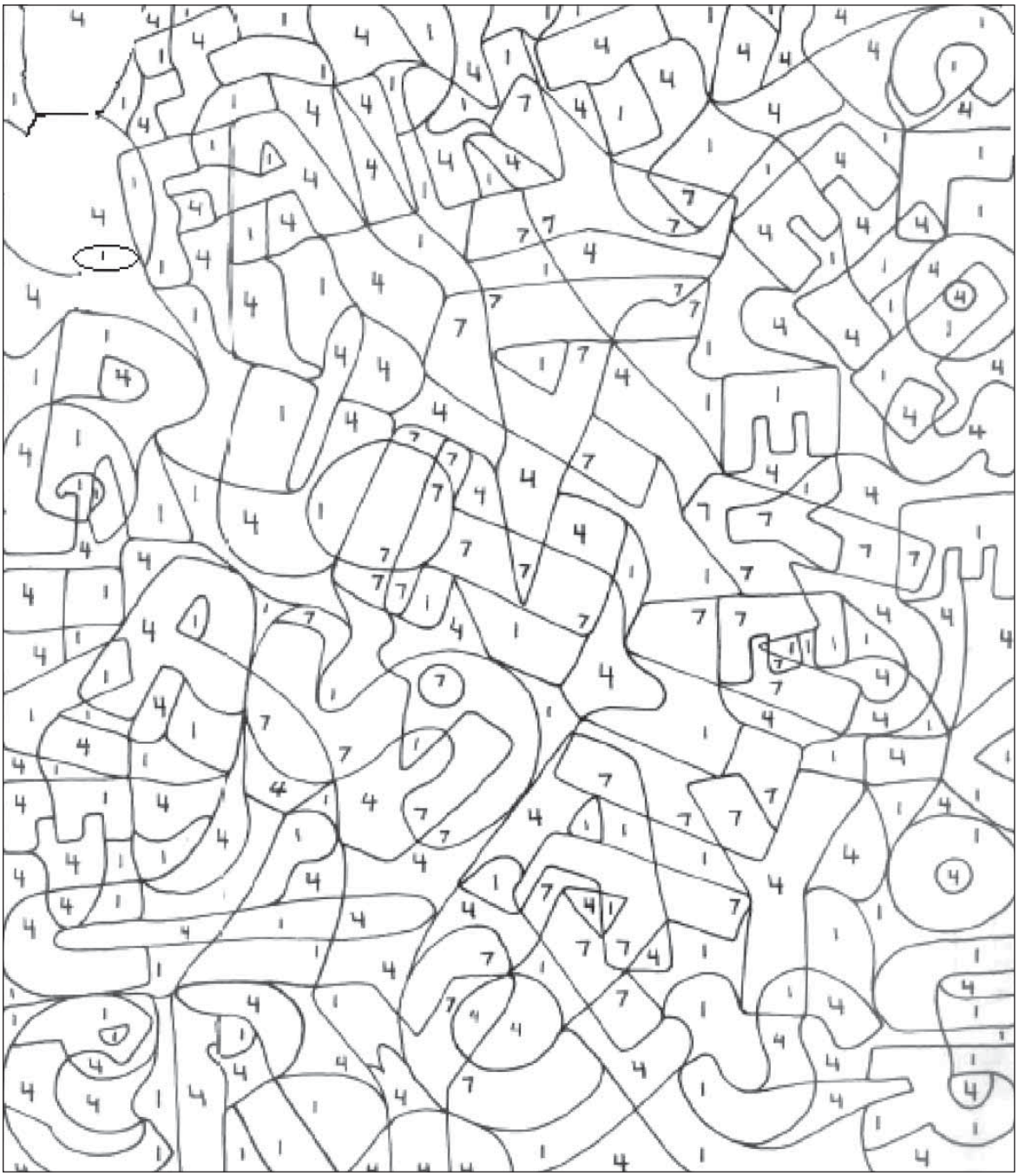
B)

C)

Activity 7: First thing to remember

What is the first thing to remember in any emergency?

Colour all the 1's and the 4's in blue and colour all the 7's in red.



Activity 8: Quiz – Test your First Aid knowledge

Tick the answer you think is correct, for each question.

Q1. What proportion of the people who get killed in crashes, die before the ambulance arrives?

- ☐ a) Less than half
- ☐ b) Half
- ☐ c) More than half

Q2. What should you do if you see a road crash?

- ☐ a) Continue on your way and tell your parents when you go home
- ☐ b) Stop and help
- ☐ c) Ignore the situation totally

Q3. Why should you make sure that you are safe while helping others?

- ☐ a) Because your parents will be cross
- ☐ b) Because you will not be able to play if you get injured
- ☐ c) Because you will not be able to help anyone if you get hurt and the ambulance people will have more people to look after

Q4. What is the European emergency number?

- ☐ a) 3638
- ☐ b) 888
- ☐ c) 112

Q5. How can you check if somebody is conscious

- ☐ a) Shout loudly so they hear you
- ☐ b) Talk to them and tap them gently
- ☐ c) Shake them strongly

Q6. What should you do if a casualty who is conscious has a back injury (there is no immediate danger around)?

- ☐ a) You do not move him/her and you call the emergency service
- ☐ b) You place him/her in the recovery position
- ☐ c) You ask him/her to sit

Q7. How can you keep somebody's airways open to help them breath?

- ☐ a) Place them in the recovery position
- ☐ b) Tilt their head forward and lift their arm
- ☐ c) Gently, tilt their head back and lift their chin

Q8. How can you stop bleeding from an arm or a leg?

- ☐ a) Apply pressure on the wound and make sure the injured part is raised above the level of the casualty's heart
- ☐ b) Apply pressure on the wound and lower the injured part of the body
- ☐ c) Apply pressure on the wound and straighten the injured part of the body

Q9. Why should you continuously speak to the casualty?

- ☐ a) Because you will get bored
- ☐ b) Because he/she needs to be reassured
- ☐ c) Because you like talking

Q10. What would you use an emergency foil blanket for?

- ☐ a) To cover spilt petrol
- ☐ b) To wrap around wounds
- ☐ c) To keep injured people from losing body heat

Answers to the Worksheets

Pedestrians

Activity 5: Quiz

1c, 2b, 3a, 4c, 5b, 6b, 7c, 8a, 9c, 10b

Cyclists

Activity 1: Your bicycle and you

1-brakes, 2-brake cables, 3-tyres, 4-wheels, 5-spokes; 6-lights, 7-reflectors, 8-steering, 9-handlebars, 10-bell, 11-frame, 12-pedals, 13-saddle, 14-chain, 15-gears.

Activity 3: Be visible when cycling

	V	I	S	I	B	L	E		
			B	R	I	G	H	T	
R	E	F	L	E	C	T	I	V	E
			D	A	Y	T	I	M	E
			C	Y	C	L	I	S	T
					L	I	G	H	T	S
F	L	U	O	R	E	S	C	E	N	T

Activity 5: Quiz

1b, 2c, 3a, 4a, 5c, 6c, 7a, 8b, 9c, 10c

Car Passengers

Activity 3: Travelling safely in the car

L	U	G	G	A	G	E	T	P
D	S	D	R	I	V	E	R	A
I	P	C	C	R	A	S	H	S
S	E	A	T	B	E	L	T	S
T	E	R	O	A	D	S	I	E
R	D	W	U	G	L	A	W	N
A	B	O	O	S	T	E	R	G
C	W	I	N	D	O	W	S	E
T	R	A	F	F	I	C	O	R

Activity 5: Quiz

1a, 2b, 3b, 4c, 5a, 6c, 7a, 8b, 9c, 10a

Crashes & First Aid

Activity 1: Map of Europe

Activity 2: What to do if you see a road crash

Example of what the procedure for calling the Emergency Services may be like (please check details for your own country):

- when the operator answers the phone, they may ask you which service you require: police, ambulance, fire brigade, etc; wait on the phone until they connect you
- they will ask you for the telephone number of where you are calling from
- they will ask for your name and address (of where the problem is)
- they will ask you to describe the problem (remain calm so you can explain clearly)
- they may advise you what to do until they arrive.

Activity 3: Giving First Aid

1. Tom was walking to school when he saw a girl who was hit by a car.
2. He went near the girl who was lying still at the edge of the road.
3. He made sure he was in a safe position and couldn't be hit by cars.
4. He spoke to her calmly and patted her softly on the hand.
5. She opened her eyes but soon closed them again – her breathing was weak.
6. Tom gently tilted her head back to free her airways.
7. Then, he looked for signs of injury.
8. There was no bleeding.
9. Tom covered the girl with his jacket to keep her warm.
10. He kept talking to her until an ambulance arrived.

Activity 4: The essential First Aid box

S	W	A	B	S	D	F	I	R	S	T	A
A	A	B	S	O	R	B	E	N	T	W	S
P	L	A	S	T	E	R	S	T	E	E	C
A	W	N	A	Z	S	I	F	O	R	E	I
D	I	D	W	A	S	T	E	R	I	Z	S
S	P	A	F	O	I	L	A	C	L	E	S
A	E	G	P	I	N	S	N	H	E	R	O
I	S	E	Z	A	G	L	O	V	E	S	R
D	I	S	P	O	S	A	B	L	E	O	S

Activity 5: True or False

1. TRUE. Making sure you are safe is really important. You don't want to get hurt whilst trying to help somebody.
2. FALSE. You can use 112 throughout Europe.
3. FALSE. If you feel confident to help, please try to. You may save someone's life.
4. FALSE. Calling for an ambulance or another other emergency service is free. You can even call from a mobile with no credit or without a SIM card in your mobile.
5. FALSE. Looking at the chest to see if it is rising or falling, listening for sounds of breathing and feeling for breathing on your cheek are ways to find out whether someone is breathing or not.
6. FALSE. Asking the person their name, saying hello or gently shaking their shoulders are good ways to check for a response.

7. TRUE. If the tongue is blocking the airway a person cannot breathe. By tilting their head back and lifting their chin the tongue will move out of the way, unblocking the airway and allowing the person to breathe.
8. TRUE. Putting someone in the Recovery position helps them to continue to breathe. This position keeps the airway open and stops the person from rolling onto their back, which can close their airway. Vomit and blood can also easily drain away, keeping their airway clear.

Activity 6: Scenario Discussion

A. Car in the road. Don't rush across the road. There may be cars in the road. The driver may not have seen you or the person lying in the middle of the road.
B. Steam or toxic fumes from the engine. Be careful. The engine could still be very hot. Loose branches from the tree could fall and hurt you.
C. Broken glass and petrol leaking from the car. Sharp pieces of glass may hurt you as you go to help. Petrol is flammable so be aware of the risk of fire.

Activity 7: First thing to remember

STAY CALM.

Activity 8: Quiz

1c, 2b, 3c, 4c, 5b, 6a, 7c, 8a, 9b, 10c

EXTENSIONS

Pedestrians Section

Activity 1

The Guide to Crossing the Road Safely

- Learning about the code to cross safely
  - Two curriculum areas, Literacy and Art. Literacy: reading/ understanding / writing. Art work: drawing and making poster.

Extension activities for Activity 1

- Write out the instructions of how to cross safely; a poem, or rhyme to help you remember the Guide.
- Make your rhyme into a song and create your own music to accompany it.
- In groups develop a short story, that includes finding a safer place to cross and using the Guide to cross safely. Perform to other groups, either just by mime or by creating speech.
- For interactive games on stop-look-listen visit
  www.makeroadssafe.com
  www.bmweducation.co.uk/sots.06/pupils/ontheroad.asp

Activity 2

Safe and unsafe places to cross

- Learning about safer crossing places
  - Two curriculum areas, Literacy and Art. Literacy: reading/ understanding /writing. Art work: drawing.
- Second page
  - planning safer routes on map
    geography and literacy
    mapwork marking.

Extension activities For Activity 2

- Invent and design a completely new safer crossing place. Think how you would get traffic to stop – would it be a special signal: how easy would it be for pedestrians to see where the crossing was and use it. Remember, it must be easy for all ages and don't forget those pedestrians who may be in wheelchairs or deaf or blind.
  - Explain how it works. Would you need a special road sign for it?

- After you have plotted the safest route from home to school, now plot other safer routes on your map:
  - from home to the park
  - from home to your favourite shop
  - from home to your best friends house.

Activity 3

Be visible when walking

- Learning about being seen being safe.
- Literacy and art.

Extension activities for Activity 3

- Using your different colour patches, look at them in a darkened room. Are there colours that you can't see at all? Which show up the best?
- Make a list of all the reflective things that are out and about (remember to include signs, workmen's outfits, etc).
- Play some of the interactive games on the following websites:
  www.nationwideeducation.co.uk
  www.3Mstreetwise.co.uk
  www.bmweducation.co.uk/sots06/pupils/beseen.asp

Activity 4

Crossing between parked cars

- Learning about crossing between parked cars
- Literacy reading understanding plotting on diagrams.

Extension activities for Activity 4

- In groups mime/role play different crossing activities. Some children as "cars" – driving, parking or already parked; others trying to cross between them. Act out some scenarios crossing badly and some crossing correctly.
- Create a rhyming four line chant about crossing between parked cars.

Activity 5

Pedestrian knowledge quiz – knowledge and understanding

Extension activities for Activity 5

- In pairs add 10 more questions for the pedestrian quiz.

  It may include:
  - recognising different road signs
  - asking about different types of crossings
  - what the word pedestrian means

Make sure you know the correct answers to your questions though!
Now test your friends with the quiz.

Cyclists Section

Activity 1

Your bicycle and you

- Learning about parts of the bike
- Literacy (reading understanding writing)

Extension activities for Activity 1

- Collect as many photographs/magazine pictures as possible of different types of bicycles. Fully label each and write a short description of each style.
- Design your own bike, making sure that you have as many safety features on it as well as it looking good!
- Research the history of the bicycle. Who invented the first one, and how has it changed over the years.

Activity 2

Cycle helmets

- Learning about the need to protect the head.
  Literacy (reading understanding) and colouring.

Extension activities for Activity 2

- Design a cycle helmet
  - for a young girl
  - for a young boy
  - for older teenagers
  - for a business man or woman

Write a short description about how each would suit the age group

- Research other activities where safety helmets help protect the wearer – list as many as possible
- Write a short story where a boy who refused to wear his cycle helmet got badly injured.

Activity 3

Be visible when cycling

- Learning the importance of being clearly seen as a cyclist in traffic.
  - Literacy (reading and understanding).
  - A fun word puzzle.

Extension activities for Activity 3

- Have a group competition to see who can make the most smaller words out of the letters in the words:
  - reflective
  - fluorescent
- Create a geometric patter using different brightly coloured fluorescent papers.
- Design an outfit that could help other road users see you easily on the way to and from school.

Activity 4

Hazards and safer routes

- Learning about potential dangers.
  - Literacy (reading / understanding / thinking / listening).

Extension activities for Activity 4

- Choose six of the hazards you have listed and write a creative story about how a cyclist faced many hazards on his journey – but that he arrived safely.
- Design your own board game with the aim of getting the cyclists to their destination safely. Different hazards can mean losing a turn.
- For interactive games on cycling visit: www.bmweducation.co.uksots06/cyclesafety.asp

Activity 5

The cyclist quiz – knowledge and understanding

Extension activities for Activity 5

- In pairs add 10 more questions for the cyclist quiz.

It may include:

- recognising different road signs
- different parts of the bicycle
- about hand signals

Make sure you know the correct answers to your questions though!

Now test your friends with the quiz.

Car Passengers Section

Activity 1

Seatbelts and other restraints

- Learning about how seat belts save lives
  – literacy and understanding perception and recognition spot the difference between two pictures.

Extension activities for Activity 1

- Write a description about all the different places you find seatbelts or harnesses and how they help protect you.
- Design a poster advertising why it is important you wear a seatbelt, on every trip!

Activity 2

What happens in a car crash

- Learning about the outcomes of a crash.
  Physics, science, literacy, PSHE.

Extension activities for Activity 2

- Role play the scenario that the newspaper reported where a boy passenger was killed as he didn't wear his seatbelt. Take it in turns to be the father, the doctor, the mother.
- Draw a picture of the car crash with the emergency services at the scene.
- For interactive games on seatbelts visit:
  www.makeroadssafe.org
  www.bmweducation.co.uk/sots06/pupils/incarsafety.asp

Activity 3

Travelling safely in the car

- Learning different facts about not distracting the driver, getting in and out of the car safely and making sure everything carried in the car is secured or restrained.
  – literacy and understanding
  – PSHE and citizenship
  – Physics science
  – Fun wordsearch.

Extension activities for Activity 3

- In a crash, anyone or anything heavy that is unsecured in the back of the car can be thrown forward, with the force of an elephant into the front seats of the driver/passenger
- Design and advertising campaign using this fact, to warn primary school children to always wear a seatbelt/child restraint in the car.
- Design a special harness for carrying things safely in the back of the car
  - for a pet
  - for shopping bags
  - for boxes.

Activity 4

Things look different from inside a car

- Learning about how as pedestrian and cyclists we need to be aware of problems we make for drivers.
  - Literacy (reading/understanding/thinking)
  - PSHE and citizenship.

Extension activities for Activity 4

- Role play the story from the driver's diary taking the parts of the driver, the child dashing out, the cyclist.
- Create your own playlet with another "accident" happening. First act it from the driver's viewpoint where he thinks it was the pedestrian's fault dashing out. Then repeat it but this time from the pedestrian's point of view thinking it was the driver's fault because he drove too fast.
- Write a poem about a road crash that was the fault of both the driver and the pedestrian.

Activity 5

The car passenger quiz – knowledge and understanding

Extension activities for Activity 5

- In pairs, add 10 more questions for the car passenger quiz
  It may include:
  - recognising different road signs
  - not wearing seatbelts
  - different things that might distract the driver.

General Ideas for Road Safety Work With 7-11s

History

- Research development of the bicycle
- Research the history of the car
- Research the development of the Zebra Crossing
- Research the development of light crossings
- Research who invented the cat's eyes.

Geography

- Find out where all safer places to play away from traffic are locally (parks, playgrounds, leisure centres).
- Find out the routes of public transport to and from school to shops, to friends, or relations.
- Describe where all the safer crossing places are near your home.
- List 10 different hazards for pedestrians and cyclists in a busy urban street, and then on a quieter rural road.
- Write a story about a bike ride with friends (include all the safety points).

ICT

- Research on line the history of the Red Cross.
- Create a word document about keeping safe outdoors, near traffic.
- Cut and paste different headlines that you find on newspaper web sites that illustrate the horrors of road deaths and injuries.

Science

- Explain the different forces that are involved in a bicycle or car moving forwards, braking and stopping.
- Write a description of how, as a pedestrian wearing hoods and hats your hearing can be muffled and how this can affect your safety,
- Research on line how a prism reflector works.
- Draw a diagram of the body and label the main bones and organs. Explain what sort of injury can happen to these in a car crash.

Art

- Create a wall mural of a street scene with different safer crossing places. Each child draw themselves either as pedestrian, cyclist or car passenger. Cut out and include on mural.
- Design and illustrate an emergency first aid kit.

- Make a calendar – each month illustrate important road safety messages for example:
  - stop/look/listen
  - use safer crossing places
  - be seen by other road users (day)
  - be seen by other road users (night)
  - important road signs
  - looking after your bicycle
  - wearing a cycle helmet
  - hazards for cyclists
  - wearing seatbelts every trip
  - not distracting the driver
  - getting in and out of the car safely
  - being careful in bad weather.

Maths

- Carry out group/class survey on how many children have had cycle training.
- Research the average speed of a man walking, running, a horse galloping, a cyclist and a driver on an average town road.
- Make a block graph of all your friends – those who walk to school/cycle to school/ride in a car to school/use public transport.
- What are the differences between circular road signs, triangular road signs and rectangular road signs?

English

- Write your own playscript about a crash, it can involve pedestrians, cyclists or just car drivers and passengers. Write alternative endings and consequences, so the audience can debate, interact and choose what happens next.
- Make your own road safety file, dividing it into road crash data, pedestrian safety, cyclist safety, and in-car safety. Research all information but write it in your own words and style and illustrate where possible.

Section 3
Encouraging Community Action

Supporting Community Action

The Red Cross contributes significantly to road safety and injury prevention through its own education activities and has proven itself to be a valuable partner across Europe. Through partnerships that Red Cross has been able to increase its reach, and thanks to its network of volunteers has taken its education programme directly into communities. However the Red Cross can further maximise its reach by forming partnerships directly with communities and supporting them to take action on their most important issues.

Education messages may encourage individuals to take action to improve their own safety whilst using the road, such as wearing a seatbelt and driving carefully, but with community action the results may impact on the whole community.

What is a Community?

Before developing approaches to community action it is important to define what a community is. A community is a group of people with joint ownership of, or a common position on, something. A community could be a town, a street, a school, a demographic group (young or elderly) or people in a common situation (people who walk to school).

What is Community Action?

Community action requires a group of individuals from a community to come together, recognise the problems that their community faces and take action to reduce these problems. From within the community they can generate support for their action and encourage others to contribute. If an organisation can inspire a community to act on road safety then the impact of their work can be multiplied. One or two volunteers supporting a community may be able to achieve lasting change.

The community action approach has a range of benefits. It involves potential beneficiaries in the development of an initiative, therefore ownership of the outcomes can be high and the response is more likely to be appropriate and responsive to local needs. For those directly involved in taking action it is also an opportunity to develop personal skills, which make this approach especially useful for work with young people.

Previous community action groups have decided to:

- Deliver first aid and road safety peer education in their community
- Surveyed local people to find out their attitudes and behaviours towards road safety
- Raise awareness of dangerous parking near schools amongst parents
- Make a DVD to show young children safe ways of walking and cycling
- Work with the Police to stop and shame bad drivers and reward good ones
- Campaign for lower speed limits and improved pedestrian crossings
- Work with the local media and make a petition to generate support for road safety improvements
- Make deals with other communities 'we'll drive carefully through your streets, if you do the same through ours'
- Work with their local football club to get anti drink driving messages on players shirts
- Produce car stickers urging other motorists to reduce their speed
- Place road safety posters in religious buildings, reminding worshippers to drive carefully during festival periods
- Raise funds for a speed indicator device that flashes a smiley or frowning face depending on the drivers speed.

Targeting Communities

As facilitating community action is likely to involve a lot of volunteer time it is important that organisations adopting this approach are able to prioritise where it works. There are many methods for prioritising. It might be possible to identify those communities that are particularly at risk as road users, but who are also neglected by other agencies. Those people most affected by issues have a greater interest in taking action, for example if pedestrians are the most vulnerable in a particular community then they may be more motivated to take action than drivers.

Another method of prioritisation might be to focus on those who are most disadvantaged and disempowered in your society. Through providing support and resources it may be possible to give the community the confidence and skills to take action and make their opinions heard.

Publicly available data can help to identify which communities might be most at risk to road death and injury and may help to identify a particular town or demographic group, however the data is unlikely to be sufficient to enable very detailed targeting.

To further prioritise where to work a more in depth knowledge of the community is required. This can be gathered by talking to partners, local government bodies, the Police and health professionals. The analysis should first look at the level of threat and risk experienced by communities, then identify the existing amount of road safety activity already within that community. Assessing the provision gap can help to prioritise where resources might be best deployed.

There may also be other concerns that may impact on where to develop community action such as where are there volunteers located, where are there existing relationships, is there funding available to work with a particular community or does the volunteers have the skills to work in a particular community.

Approaching communities

Some communities will be easy to identify and access. They may live or meet in the same place (village or school) or they may be represented by another agency (such as groups for the elderly). Other communities, especially communities of interest, may not identify themselves as a community at all (people who walk to school or people who have physical mobility difficulties).

Some communities will welcome the involvement of an external organisation involvement; perhaps a school would be very happy for volunteers to work with students. Others may be suspicious and less welcoming. Partnering with other agencies in order to gain access to a particular community may help. Gaining access to a community can take time, so some patience and understanding is often required. Unfamiliar organisations may have ask and then wait to be invited in.

General Actions

Once given the opportunity to talk to members of a community it is important to take time to understand their perception of the problem. Some communities may know exactly what the problem is and know what how they would like to tackle it. Some may have no perception of the problem at all, whilst others may know all the problems, but have no idea of how they might take action to resolve it.

Helping communities to develop their own understanding of the problems may take time, and patience. If the action is to be successful then the idea of what to do should come from within the community. The volunteers working with communities can nudge and encourage, but should avoid presenting the solutions or forcing their own ideas of what the community might want to do.

Educational activity can be a useful opportunity to generate a discussion about road safety and provides an opportunity to ask questions. Before community action will happen individuals from within that community need to understand the issues, care enough about them to want to take action and generate and idea of what to do. Once there is a common concern they can begin to identify possible responses.

Use the activities below with community groups to encourage them to identify their community and what their concerns might be. Hopefully these will lead to community discussions road safety issues and the identification of ideas for community action.

Activity 1: In the news

This activity aims to encourage the group to consider the needs of a variety of different people. Prepare by collecting images and stories from the National or local press relating to road safety. Show these to the group and encourage them to discuss the situations (what happened, why do they think that was, how does it make them feel, if this story unique or is there a problem).

Then ask the group for their impressions of road safety and encourage them to consider what could be done to improve the situation.

Activity 2. On the map

This activity aims to encourage the group to identify road safety issues in their community. Using a very large piece of paper ask the group to create a town. Ask the group to draw the following (give a couple of minutes for each)

- Geographical features and transport networks (roads, rivers, train lines, airports, etc.)
- Public spaces and buildings (churches, shops, houses, football ground, parks, waste land)
- People (who are the people using the buildings and public spaces?)

Then discuss with the group how the various people use the roads, what are the risks, which people do they think are particularly at risk? Ask the group what they think about these risks (are they significant, does anything seem unfair?)

Once the group has got to this stage you might be able to ask the group to identify what could be done to improve road safety. It might then be possible to encourage the group to think about the risks in their own community, what they want to change and how they might go about achieving this.

Activity 3: My Community

This activity encourages individuals to look at and discuss the communities that they belong to. Ask each member of the group to (using pictures and as few words as possible) draw the good and bad road safety behaviours in their communities. Then ask each of the group members to describe their drawing to the rest of the group. The discussion that follows may encourage the group to identify what people like or dislike about road safety in their community. This may then progress to considering what they can do to improve their communities.

Supporting Community Action

Once a community group has identified its idea and formed a project group the role of the volunteer becomes to support them to carry out their action. Some project groups may not need any support, but others may need a lot. The supporting role is to provide the back up and input that the project group requires. Volunteers should not impose their own opinions too heavily, but should help the group to avoid making obvious mistakes. As much as possible activity should be community led, but supporting volunteers may wish to encourage project groups to consider:

- Who will benefit from their action?
- How will they plan what to do?
- What is the role of each member of the project group?
- How will the action be funded?
- How realistic is the project idea?
- What are the likely challenges or opposition?
- What are the safety implications of what they plan to do?
- What extra skills might be needed?
- Who else needs to be involved?
- Do they need permission to undertake their action?
- How will they know that they've done a good job?
- When and how will the project end and what will be its legacy?
- If it's a Red Cross project, then does it fit with the Movement's principles?

Community action can be a very rewarding activity that can maximises the reach of an organisation. The amount of support that volunteers are required to give to each group will vary form project to project, it requires a flexible approach and some patience in order enable communities to take the lead. Individuals new to supporting community action should seek to develop their skills and approaches as if done well community action is an important tool to generate lasting change.

Working in Partnership

The approach to casualty reduction over the years has been to include or involve as many partners as possible. This relates to the fact that no one on their own can have the same impact as the combined efforts of all partners in a project.

An example would be the police enforcing road traffic law in relation to seatbelt wearing. In the absence of enforcement and education about the dangers of not wearing a seatbelt, drivers will revert to non-use. However, hard hitting, factual campaigns highlighting the dangers of not wearing a seatbelt in the car, have led to high rates of compliance.

Partnerships can be formed between a number of individuals, agencies or organisations with a shared interest. In the case of Red Cross Societies, the aim is casualty reduction through prevention and reducing the severity of injuries. This is also relevant to health services, local government and society in general.

Partners working with the Red Cross will also look for benefits. For example, motor manufacturers being seen to put something back into the community, this is often called Corporate Social Responsibility.

These partnerships may be formed to address short or long term objectives. All partners must be open, a bond of trust must exist, and regular communication is essential.

What are the benefits of partnership?

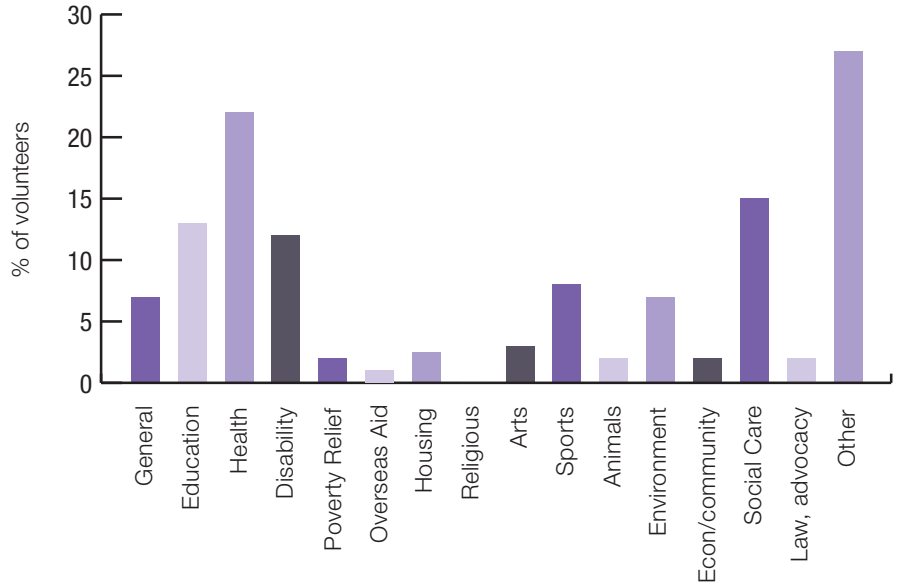
- The pooling of resources extends their reach.
- It can develop new and innovative approaches.
- A wider range of expertise is brought to the problem.
- It gives greater access to sources of funding.
- It allows easier access to a wider range of audiences.

What are the challenges?

- Individuals in the partnership must have the authority, from the organisation they represent, to make decisions. A lack of decision making and protracted discussions can lead to apathy within the group.
- Partnerships must focus on what they have been set up to do; too often other issues sidetrack the partners.
- Although some competition is good for the synergy of a partnership and can be motivating, too much competition can damage the group dynamics.
- It is important to get the balance of communication right. Too many meetings can discourage partners from attending; too little communication can result in duplication of effort. Communication channels need to be open at all times.

- Funding is very important; however the partnership should not be totally focused on the funding.
- Each partner's expectations of partnership working may be different. This can lead to conflict unless discussed openly.
- Working as partners often takes longer to produce results than most organisations anticipate. It takes time to develop trust between partners, which can slow the process of making decisions and using resources.
- Although partnerships can, on occasion, be complex and slow moving, they offer an excellent opportunity to move issues forward and bring them to the attention of the public. Road safety is a subject well suited to partnership, as nearly everyone has an interest in the topic. We all use the roads in some way.

Voluntary activity by type



The following takes a more in-depth look at possible partnerships for Red Cross Societies.

Voluntary Activity Groups

A voluntary activity is:

"Any unpaid activity which involves spending time doing something that will benefit an individual, a group, or the wider community."

The graph over the next page shows the results of a recent survey which indicates the number of people who are involved in some type of voluntary activity. Prospects for involvement in road safety work are promising, as road safety can fit under many headings – education, health, environment and others.

The Red Cross already has an excellent volunteer network, which works closely with the community.

Leisure/ Social Groups/ Clubs

This is a particularly useful area for transmitting crucial road safety messages, especially with groups who have an interest in safety.

In many areas, local accident prevention committees are in place and they have particular interest in safety within their community. They tend to have the 'ear' of the community. This gives them access to the elected members of local councils who, in turn, can access the publicity machinery of the government to promote the initiative.

Local housing/ neighbourhood associations – they are often involved in community activities and the safety of roads in the neighbourhood is a concern. In some countries, like the UK, they have formed national and influential associations.

National driving organisations — for example, in the UK, the Automobile Association (AA), Royal Automobile Club (RAC) and the Institute of Advanced Motorists (IAM) have undertaken much research, provided funding and participated widely in national road safety programmes.

Motorcycling organisations have been particularly pro-active in promoting safety messages to their members.

Local cycling groups can offer excellent advice on all aspects of cycling safety, though there can be a wide range of opinions on certain aspects of cycling safety, such as the compulsory wearing of helmets.

Football and other sports clubs have been used extensively. Individuals have a great affinity with their club and see players as role models. This can prompt clubs sponsors to support your project. It also gives you access to large crowds on match days to promote your initiative or hand out publicity material.

Uniformed Organisations (Scouts, etc) are particularly active in promoting safety; many of them are offering certificates and badges in First Aid and Road Safety. This offers the opportunity for local Red Cross Co-ordinators to attend meetings and carry out tests prior to awarding the badges.

The variety and age range of clubs is huge, from Mothers & Toddlers groups, right through to clubs for the elderly. Liaison with local councils can help identify such groups. They are:

Other Areas: three very interesting and lengthy reports were produced recently from the World Health Organisation and National Societies; you may find these of use when trying to influence community action, particularly youth organisations and groups.

YOUTH & ROAD SAFETY IN EUROPE.

http://www.euro.who.int/document/e90142.pdf

45 page report produced in 2007.

YOUTH & ROAD SAFETY.

http://whqlibdoc.who.int/publications/2007/9241595116_eng.pdf

49 page report also produced in 2007.

WORLD YOUTH ASSEMBLY for ROAD SAFETY report.

http://whqlibdoc.who.int/publications/2007/9789241595483_eng.pdf

This is a 16 page report following on from The World Youth Assembly for Road Safety held in Geneva, in April 2007, as the key event marking the UN's Global Road Safety Week.

Businesses

Corporate organisations can be great supporters of safety campaigns and, once on board, they tend to stay with the project for a number of years. The name of an international blue chip company on your campaign can give much credibility to your message.

The Red Cross link with Toyota is a fine example of a large business working with an internationally renowned voluntary organisation.

A bonus of a large business coming on board, especially one with a large workforce, is that the campaign message/ resources can be cascaded internally to the workforce. This lets the company be seen as a caring employer, concerned for the welfare of their employees and their families.

In most cases major businesses set their sponsorship/ corporate social responsibility agenda at least a year in advance. Some will support a certain charity for only one year then move on to another charity the following year — others will make a longer commitment. It is therefore crucial that you apply early to your target company. Do not expect to approach them two weeks before your campaign begins. Planning ahead is very important when dealing with businesses.

In many of the developing EU countries that are covered by this Red Cross resource, large companies are in the process of establishing their brands or setting up premises and distribution networks. This is the ideal time to approach them as it is much easier to get 'buy in' at this point when they are looking to integrate into the community and generate positive publicity.

Care has to be taken as to who your business sponsor may be, in terms of ethical issues. Car manufacturers could be seen by the Green lobby as the root cause of road crashes, by providing the tool for bad drivers to kill or injure other road users. If you decide to enter into a partnership with such an organisation, it must be emphasized in all campaign material that is not the car that kills but the person behind the wheel who drives without due care for other road users. Any road safety initiative to change this behaviour behind the wheel has to be welcomed.

Your organisation will have its own guidelines on which companies you would be allowed to invite as a partner; it is therefore advisable to check with your Public Relations Department before forging any alliances that could conflict with your organisation's policies on sponsorship/ partnerships.

Annex

Individual Countries' Road Safety Profiles

On the following pages, you will find information relating to road safety, for several European countries. This is to give you an insight into each country's problems and to help you decide which road user groups need targeting, for your campaigns.

AUSTRIA

The Facts

- In 2005 there were 768 road deaths, compared to 878 in 2004.
- Austria has a traffic crash rate of 9.39 deaths per 100,000 of population and a car ownership rate of 500 vehicles per 1,000 of population.
- Despite increasing road traffic, injury crashes and deaths in Austria have decreased since the early 1970s. Although the number of crashes is decreasing, the number of injuries per accident is on the increase.
- Seatbelts became mandatory in 1984; child restraints in 1994.

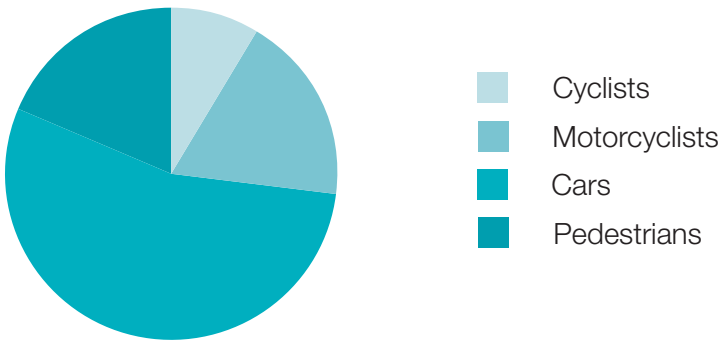
The Problems

Campaigns and strategies have been developed to address the main issues:

- Speeding drivers
- Seatbelt wearing for car occupants (usage is only around10%)
- Helmet wearing for cyclists and motorcyclists
- Drinking & Driving
- HGV (Heavy Goods Vehicles) Drivers.

	1991	2000	2001	2002	2003	2004
Crashes	44730	42126	43073	43175	43423	42657
Injuries	49721	48484	49696	50099	56878	54608
Deaths	1551	976	958	956	931	878
Per Million	200	120	118	117	114	108

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: seatbelt wearing; cyclist safety.

BULGARIA

The Facts

- In 2004 there were 943 road deaths, compared to 960 in 2003.
- Bulgaria has a traffic crash rate of 12.1 deaths per 100,000 of population and a car ownership rate of 280 vehicles per 1,000 of population.

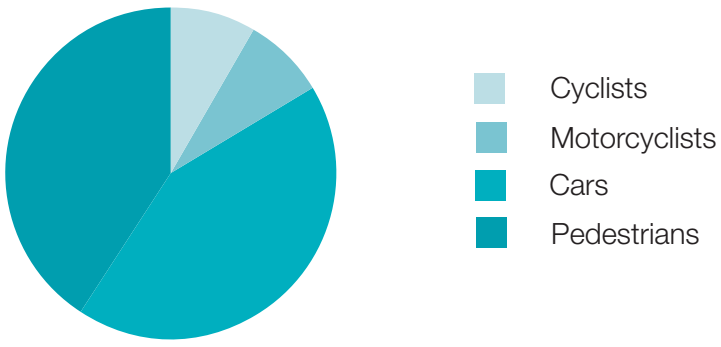
Note: Previous statistics for Bulgaria are not available and at present long term trends cannot be gauged. However, it has been noted from recent reports that increasing children's awareness of road safety issues is high on the agenda.

- Helmet wearing is compulsory, no statistics available on wearing rates.
- Seatbelts are compulsory.
- 52% of all crashes occur on Fridays, Saturdays and Sundays; 47% during the hours of darkness.
- Bulgaria has joined the EU target of 50% reduction in road deaths by 2010.

The Problems

- Speeding drivers
- Development of legislation
- Road infrastructure
- Lack of enforcement
- Safety of children
- Lack of reliable statistics

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: in-car safety; pedestrian safety; helmets for cyclists.

CYPRUS

The Facts

- In 2004 there were 15.4 traffic deaths per 100,000 of population.
- Crashes decreased in 2004, however the severity of injuries increased with 20 more deaths, compared to 2003.
- In 2004 road deaths rose to their highest since 1997.
- The Second Strategic Action Plan for Road Safety was adopted in 2004 and will run from 2005-2010. Cyprus has joined the EU target of 50% reduction in road deaths by 2010.
- New Traffic Code came into force in 2006.

The Problems

- Motorcyclists – speeding; not wearing helmet
- Elderly road users
- Low seatbelt wearing
- Speeding drivers
- Generally, low compliance with traffic rules

	1991	2000	2001	2002	2003	2004
Crashes	3172	2397	2393	2367	2358	2080
Injuries	4232	3586	3531	3523	3411	3176
Deaths	103	111	98	94	97	117
Per Million	150	147	129	124	128	154

Priorities for helping 7-11 year olds: pedestrian skills; seatbelt wearing.

CZECH REPUBLIC

The Facts

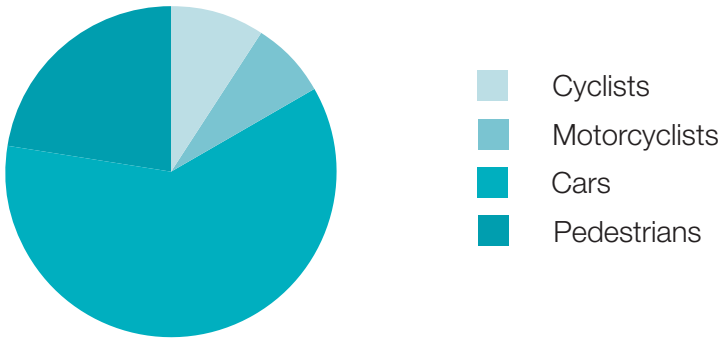
- In 2005 there were 1286 road deaths, compared to 1382 in 2004.
- The Czech Republic has a traffic crash rate of 12.6 deaths per 100,000 of population and a car ownership rate of 400 vehicles per 1,000 of population.
- The number of road deaths decreased from 1970 until 1986, reaching its lowest point in 1986. Czechoslovakia was comparable with the most advanced European countries. In the next 10 years, road deaths increased slightly, with a peak in 1994. This was due to the motorisation of the country.
- From 1997 to the present day, road deaths decreased. Much of this relates to new urban speed limits, the marking of safe crossing points and, in 2003, the development of a National Road Safety Strategy.

The Problems

- Speeding
- Seatbelts and child restraints
- Visibility of road users
- Drinking and driving

	1991	2000	2001	2002	2003	2004
Crashes	21460	25445	26027	26586	27320	26516
Injuries	27502	32439	33676	34389	35438	34254
Deaths	1331	1486	1334	1431	1447	1382
Per Million	128	145	130	139	141	135

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: seatbelt wearing; pedestrian safety - especially 'being seen'.

ESTONIA

The Facts

- The Estonian National Traffic Safety Programme 2003-2015 sets a maximum target of 100 deaths in road crashes, by 2015.
- In 2004 there were 170 traffic deaths –12.4 per 100,000 of population.
- Nearly 80% of all traffic crashes involving children occur in towns – every third one in Tallinn, the country's capital.
- While in Tallinn the majority of children involved in traffic crashes are pedestrians, elsewhere in the country nearly 40% of the injured children are either cyclists or driving a motor vehicle, mainly motorbikes. This trend is showing a growing tendency.
- 1 in 4 traffic crashes involving children, is a bicycle crash; the youngest cyclist on record involved was 4 years old!
- The number of children who are injured while travelling as passengers in cars is quite high. The older the children, the less often they use the seatbelt. All children killed as car passengers in 2004, were 12-15 years of age and were travelling with the seatbelt unfastened.
- The Traffic Act 2001 addressed drink-driving and made it mandatory for all cyclists to obtain a licence; It also introduced a course for driving instructors. The National Traffic Safety Programme focuses on seatbelt wearing, cycling and pedestrian safety, particularly in towns.

The Problems

- Under age drivers and motorcyclists
- Seatbelts and child restraints
- Child cyclists

	1991	2000	2001	2002	2003	2004
Crashes	1923	1504	1888	2164	1931	2240
Injuries	2131	1843	2443	2868	2539	2851
Deaths	490	204	199	223	164	170
Per Million	312	149	146	163	120	124

Priorities for helping 7-11 year olds: seatbelt wearing; cyclist safety; pedestrian safety.

FINLAND

The Facts

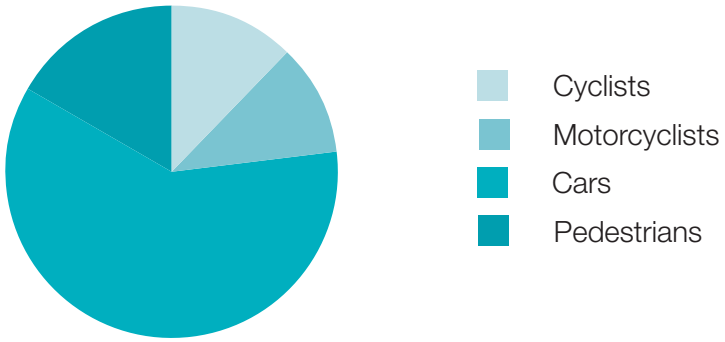
- In 2004 there were 375 road deaths compared to 379 in 2003.
- Finland has a traffic crash rate of 7.3 deaths per 100,000 of population and a car ownership rate of 500 vehicles per 1,000 of population.
- Road deaths decreased consistently until 1997 and then numbers remained steady (around the 400 deaths per year) until 2003.
- In terms of road deaths per million of population, Finland is amongst the lowest in Europe with 72 per million – the average in 2003 was 103.
- The Finnish are now aiming for a fatalities target of below 250 by 2010.
- Seatbelt compliance is high in the front of vehicles and has remained stable for many years; the wearing rate is lower in built-up areas for rear-seat passengers.

The Problems

- Frontal impact crashes
- Drinking and driving
- Young drivers speeding and taking risks
- Non-compliance of traffic laws

	1991	2000	2001	2002	2003	2004
Crashes	9374	6633	6451	6196	6907	6952
Injuries	11547	8508	8411	8156	9088	8791
Deaths	632	396	433	415	379	375
Per Million	126	77	84	80	73	72

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: seatbelt wearing; helmet wearing for cyclists.

GERMANY

The Facts

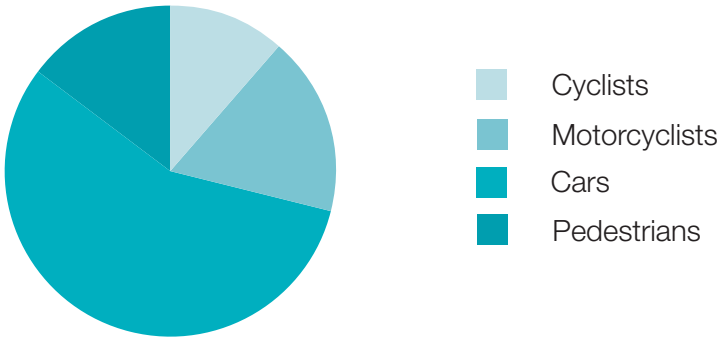
- In 2005 there were 5,359 road deaths, compared to 5,842 in 2004.
- Germany has a traffic crash rate of 6.1 deaths per 100,000 of population and a car ownership rate of 550 vehicles per 1,000 of population.
- Traffic deaths have decreased significantly since 1980, on all roads, particularly on urban roads; however deaths are still high on rural roads.
- There is no national target in Germany, the government focuses on what is feasible and does not believe in unrealistic objectives. Therefore, no numerical targets are in place, in the belief that road safety should be improved through joint efforts and consensus.

The Problems

- Driving behaviour and attitude
- Road infrastructure

	1991	2000	2001	2002	2003	2004	2005	2006	2007
Crashes	385147	382949	375345	362054	354534	339310	336619	327984	335935
Injuries	505535	504704	494775	476413	462170	440126	433450	422337	436474
Deaths	11300	7503	6977	6842	6613	5842	5362	5091	4970
Per Million	142	91	85	83	80	71	65	62	60

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: seatbelt wearing; cyclist safety; general awareness raising.

GREECE

The Facts

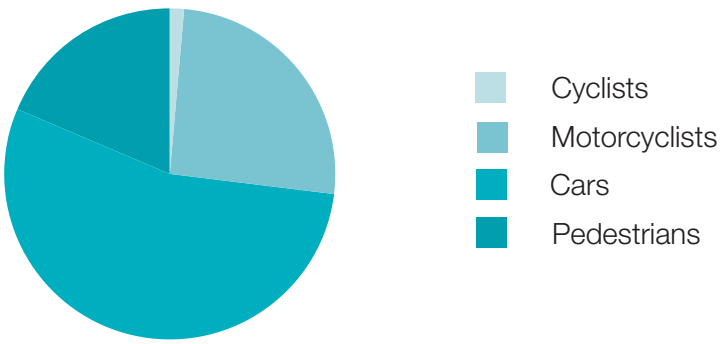
- In 2004 there were 1,670 road deaths, compared to 1,605 in 2003.
- Greece has a traffic crash rate of 15.2 deaths per 100,000 of population and a car ownership rate of 500 vehicles per 1,000 of population.
- Fatal crashes have dropped, since peaking in 1995.
- The second National Strategic Plan adopted the EU target of 50% reduction in road deaths by 2010.
- Road Safety Education has been compulsory in schools since 2002.
- New tougher penalties, introduced in June 2007, target mainly speeding and seatbelt wearing.

The Problems

- Fragmented implementation of measures and lack of co-ordination among authorities.
- Insufficient provisions for pedestrians.
- Non-wearing of helmets by motorcyclists.
- Excessive delays in post-crash care due to traffic congestion; the average response time of ambulances in cities was 62 minutes.

	1991	2000	2001	2002	2003	2004
Crashes	20764	23001	19671	16809	15751	15514
Injuries	28949	30763	26336	22332	22332	21538
Deaths	2112	2037	1880	1634	1605	1670
Per Million	207	193	178	149	146	153

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: pedestrian safety; seatbelt wearing; helmet wearing by cyclists.

HUNGARY

The Facts

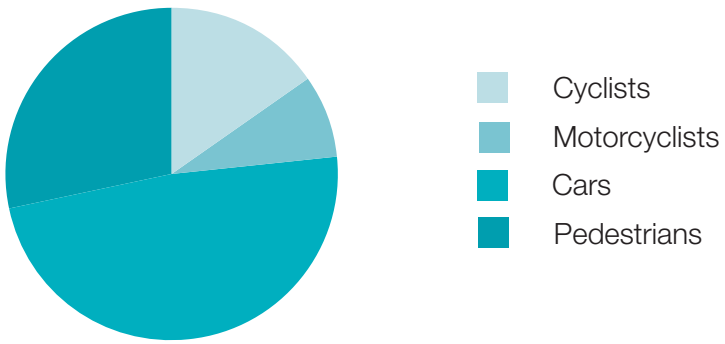
- In 2004 there were 1,296 road deaths, compared to 1,326 in 2003.
- Hungary has a traffic crash rate of 12.8 deaths per 100,000 of population and a car ownership rate of 320 vehicles per 1,000 of population.
- 1990 was a bad year, with nearly 2,500 people killed in road crashes.
- The period of the First National Road Safety Programme (1991-2000) resulted in 1,200 deaths, in 2000.
- The period 2001-2005 increase in road deaths, particularly in rural areas.

The Problems

- Increase in the number of road deaths among 25-64 year olds since 2000, due to increase in speed limits in rural areas.
- Lack of high level political willingness with no central co-ordinating agency.
- Low level enforcement for speeding and seatbelt wearing.

	1991	2000	2001	2002	2003	2004
Crashes	24589	17493	18505	19686	19976	29957
Injuries	32676	22698	24149	25978	26627	28050
Deaths	2120	1200	1239	1429	1326	1296
Per Million	204	117	121	140	130	127

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: pedestrian safety; in-car safety; cyclist safety

ITALY

The Facts

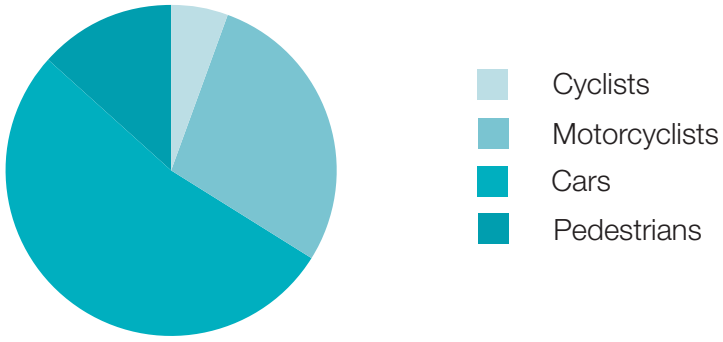
- In 2004 there were 5,625 road deaths, compared to 6,065 in 2003.
- Italy has a traffic crash rate of 9.8 deaths per 100,000 of population and a car ownership rate of 650 vehicles per 1,000 of population.
- Italy has experienced a positive development in road safety, following on from the Road Safety Strategy of 2000. Since the implementation of the strategy, 1,000 lives have been saved on Italian roads.
- Education and information programmes have been run since 2002.

The Problems

- Speeding and risk-taking drivers
- Drinking and driving
- Seatbelts and child restraints
- Road worthiness of vehicles
- Pedestrian protection

	1991	2000	2001	2002	2003	2004
Crashes	170702	229034	235409	239354	225141	202627
Injuries	240714	321796	335029	341660	318961	292000
Deaths	8109	6649	6691	6739	6065	5625
Per Million	143	115	116	117	105	97

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: seatbelts and child restraints; pedestrian skills.

LATVIA

The Facts

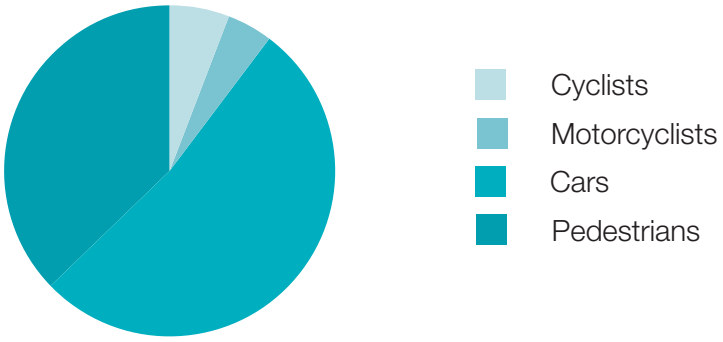
- In 2007 there were 449 road deaths, compared to 407 in 2006.
- Latvia has a traffic crash rate of 18.5 fatalities per 100,000 of population and a car ownership of 482 vehicles per 1000 of population.

The Problems

- Pedestrian safety
- Visibility
- Drinking and driving
- Speeding drivers

	1991	2000	2001	2002	2003	2004	2005	2006	2007
Crashes	4271	4482	4766	5083	5379	5081	4466	4302	4861
Injuries	4543	5449	5852	6300	6639	6416	5600	5404	6316
Deaths	923	588	517	518	532	516	442	407	449
Per Million	346	247	219	221	227	220	182	168	185

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: pedestrian safety; in car safety.

LITHUANIA

The Facts

- In 2004 there were 752 road deaths, compared to 709 in 2003.
- Lithuania has a traffic crash rate of 21.9 fatalities per 100,000 of population and a car ownership rate of 480 vehicles per 1,000 of population.
- Pedestrians represent 34% of the total number of road deaths.
- Drivers are responsible for 64% of the crashes; 15-24 year olds are over-represented in these crashes, many with less than 2 years driving experience.
- Lithuania has implemented measures through the National Traffic Safety Programme, improved legislation, educational activities and vehicle safety.
- The Ministry of Education and Science is responsible for improving educational programmes.

The Problems

- Drinking and driving
- Driving without licence
- Safety of pedestrians
- Risk-taking behaviour by young drivers

	1991	2000	2001	2002	2003	2004
Crashes	6067	5807	5972	6090	5965	6357
Injuries	6558	6960	7103	7427	7266	7862
Deaths	1173	641	706	697	709	752
Per Million	314	173	203	201	204	219

Priorities for helping 7-11 year olds: pedestrian education; general awareness raising.

MALTA

The Facts

- In 2004 there were 13 road deaths, compared to 16 in 2003.
- Malta has a traffic crash rate of 3.3 deaths per 100,000 of population and a car ownership rate of 491 vehicles per 1,000 of population.
- In recent years there has been an increase in the number of road crashes in Malta, however the number of deaths has remained stable.
- The low fatality figures are mainly due to very short car journeys at low speeds – an average of 60km/hr in most areas. The increase in the number of cars has further reduced speeds.
- Most serious crashes have occurred on newly surfaced roads.
- No formal policy at present; Government of Malta supports safe travel for all and a target of 50% reduction in injury crashes, by 2014, is anticipated. They have introduced:

  - compulsory seatbelt wearing

  - drink-driving laws

  - compulsory crash helmet wearing

  - mobile speed camera use

  - media coverage of driving behaviour.

The Problems

- Most casualties in Malta are to drivers or passengers in motor vehicles.
- Nearly a quarter of car passengers injured in crashes were in the back seat.
- A quarter of rear seat passengers injured, were children under 12 years of age.

	1991	2000	2001	2002	2003	2004
Crashes			1231	1312	1188	1060
Injuries	471	1169	1215	1295	1170	1190
Deaths	16	15	16	16	16	13
Per Million	45	39	41	41	41	33

Note: Malta statistics from the CARE project data should be viewed only as indicative as there appears to be anomalies in relation to reporting procedures 2001-2003 with more injury crashes than injuries.

Priorities for helping 7-11 year olds: in-car safety.

POLAND

The Facts

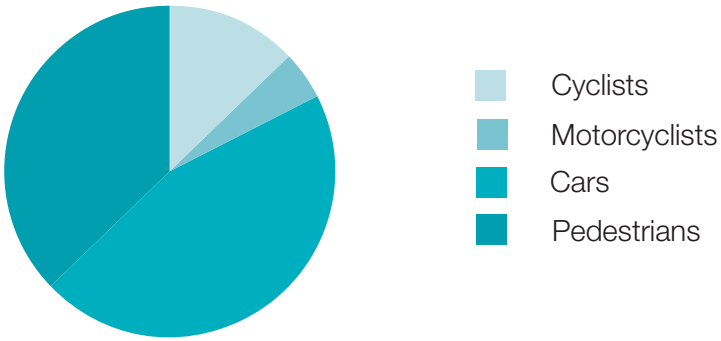
- In 2005 there were 5,444 road deaths, compared to 5,712 in 2004.
- Poland has a traffic crash rate of 15 deaths per 100,000 of population and a car ownership rate of 360 vehicles per 1,000 of population.
- Poland's crash rate is nearly 3 times that of Europe's lowest (UK and Sweden).
- Poland is aiming to reduce the number of casualties to 3,500 by 2010.
- Although the number of road deaths is decreasing progressively, pedestrians and car passengers remain most at risk.
- A high number of pedestrian deaths happen in urban areas.
- 30% of all injury crashes are speed related.
- Public awareness campaigns have been run, relating to seatbelt wearing.

The Problems

- Speeding drivers
- Lack of enforcement
- Seatbelts and child restraints
- Drinking and Driving
- Pedestrian safety in urban areas

	1991	2000	2001	2002	2003	2004
Crashes	54038	57331	53799	53559	51078	45970
Injuries	54038	71638	68194	67498	63900	58149
Deaths	7901	6294	5534	5827	5695	5712
Per Million	207	163	143	151	147	148

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: pedestrian safety; in-car safety.

PORTUGAL

The Facts

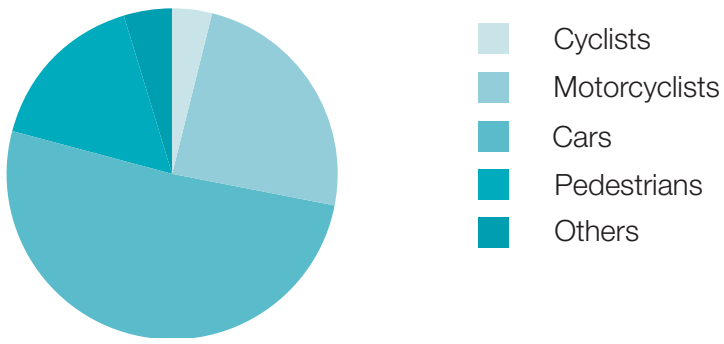
- In 2007 there were 974 road deaths, compared to 969 in 2006..
- Portugal has a traffic crash rate of 9.14 deaths per 100,000 of population and a car ownership rate of 533 vehicles per 1,000 of population.
- In 2007 the Government launched a new road safety strategy, that gave measurable long term targets. It included continuous education of all road users.
- Crashes amongst adults aged 25-64 years (83,2% of those were drivers), accounted for 57% of deaths (mostly males).
- Elderly pedestrians and cyclists are over-represented in road death figures.
- Trends remain positive, in relation to road crashes, since the early 90s. However pedestrians and motorcyclists remain over-represented.

The Problems

- Speeding drivers
- Pedestrian safety
- Motorbikes and mopeds
- Seatbelts and child restraints
- Drinking and driving

	1991	2000	2001	2002	2003	2004	2005	2006	2007
Crashes	48953	44463	42521	42219	41377	38930	37066	35680	35311
Injuries	69535	60342	57044	56585	55096	52009	49249	47137	46318
Deaths	3217	1877	1670	1655	1542	1294	1247	969	974
Per Million	326	184	163	160	149	125	118	91	91

Deaths by road user type (2006)



Priorities for helping 7-11 year olds: in-car safety; pedestrian safety.

ROMANIA

The Facts

- In 2004 there were 2,418 road deaths, compared to 2,235 in 2003.
- Romania has a traffic crash rate of 10.9 deaths per 100,000 of population and a car ownership rate of 160 vehicles per 1,000 of population.
- There is a general lack of historical data from Romania. Recent data provided by the Organisation for Economic Co-operation and Development (OECD) identifies that:

  - drivers are responsible for 60% of crashes

  - pedestrians for 34%

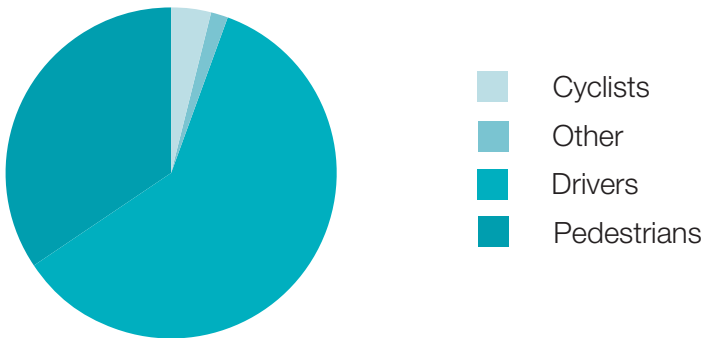
  - cyclists for 4%

  - carts and the road for 2%.
- Education and information programmes are run annually on TV, radio and the press.

The Problems

- No national consistency
- Deterioration of road safety education
- Community don't see road safety as a priority
- The media not used properly – they prefer to sensationalise traffic crashes
- Non compliance of traffic rules by pedestrians
- Speeding by drivers
- Unsafe behaviour of children

Main causes of road crashes



Priorities for helping 7-11 year olds: pedestrian skills; in-car safety; general road safety awareness.

SLOVAKIA

The Facts

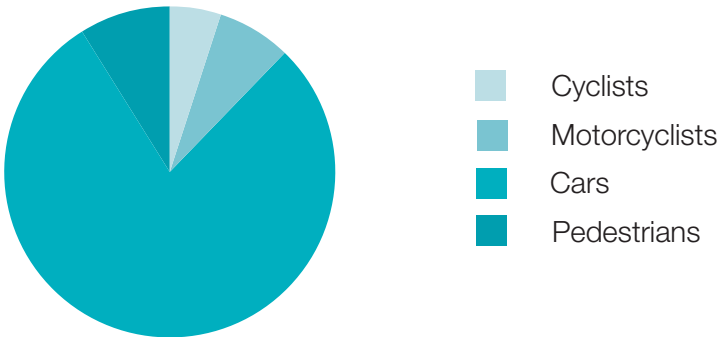
- In 2005 there were 650 road deaths, compared to 608 in 2004.
- The Slovak Republic has a traffic crash rate of 11.1 deaths per 100,000 of population and a car ownership rate of 300 vehicles per 1,000 of population.
- The first Slovakian Road Safety Plan was launched in May 2005, addressing speed, drink-driving, drugs and seatbelt wearing.
- Target of 50% reduction in road deaths by 2010; more specific targets will be introduced in the next national plan.

The Problems

- Non-wearing of seatbelts
- Drinking and driving
- Speeding
- Road user training and national coordination

	1991	2000	2001	2002	2003	2004
Crashes	8236	7884	8181	7866	8551	8443
Injuries		10096	10837	10263	11321	11190
Deaths	614	628	614	610	645	603
Per Million	116	116	114	116	120	113

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: in-car safety; cyclist safety.

SLOVENIA

The Facts

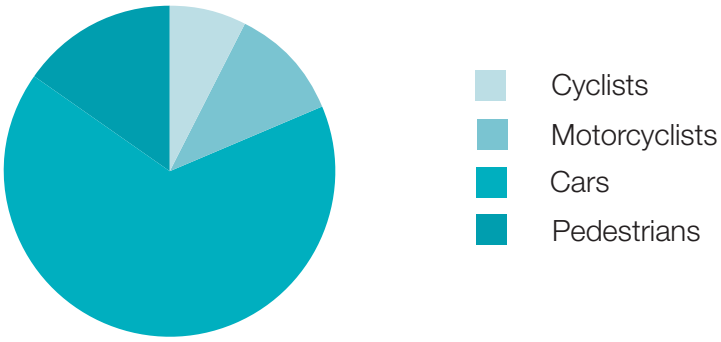
- In 2004 there were 274 road deaths, compared to 242 in 2003.
- Slovenia has a traffic crash rate of 13.7 deaths per 100,000 of population and a car ownership rate of 500 vehicles per 1,000 of population.
- Between 1970 and 2003, the number of vehicles on the roads of Slovenia increased four-fold, yet road deaths decreased by 61% over this period. Since then, the number of injury crashes has increased every year. In this period, data collection methods changed and only the number of deaths can be considered for comparison.
- Cyclists and pedestrians are the groups showing the greatest improvements with 83% fewer cyclist deaths since 1980 and 74% fewer pedestrian deaths.
- Cycle helmets are compulsory for children under 14 years.

The Problem

- Speeding drivers
- Drinking and driving
- Young drivers
- Pedestrians and cyclists (despite improvements, numbers are still high)

	1991	2000	2001	2002	2003	2004
Crashes	5479	8584	9198	10266	11815	12721
Injuries	6938	11574	12673	14404	16898	18723
Deaths	462	313	278	269	242	274
Per Million	231	157	140	135	121	137

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: pedestrian safety; in-car safety; cyclist safety.

UNITED KINGDOM

The Facts

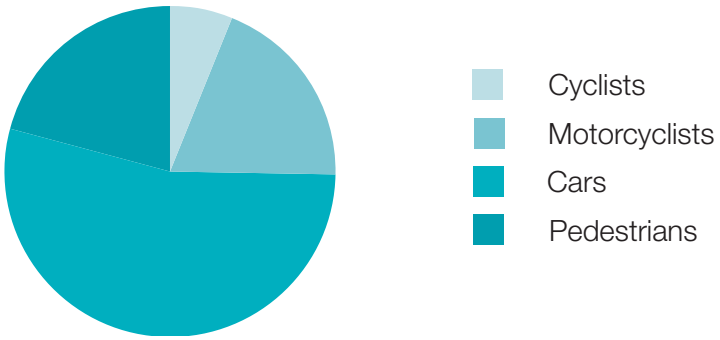
- In 2006 there were 3,172 road deaths, compared to 3,201 in 2005.
- 31,845 people were killed or seriously injured in 2006, 1% fewer than in 2005.
- UK has a traffic crash rate of 5.5 deaths per 100,000 of population and a car ownership rate of 500 vehicles per 1,000 of population.
- Since 1980, deaths have decreased for all road users. However, since the late 1990s the number of pedestrian and car deaths has levelled out.
- Deaths on the motorways have increased, however traffic has trebled.

The Problems

- Slow rate of reduction in road deaths
- Motorcycling casualties
- Drink-driving and drugged-driving
- Single vehicle and loss of control crashes particularly on rural roads

	1991	2000	2001	2002	2003	2004	2005	2006
Crashes	235889	233729	229014	221751	214030	207410	199000	189000
Injuries	306800	316874	309859	299174	287099	277619	268000	255000
Deaths	4568	3409	3450	3431	3508	3221	3201	3172
Per million	75	68	65	62	59	56	55	54

Deaths by road user type (2004)



Priorities for helping 7-11 year olds: pedestrian safety; in-car safety.

Useful Links

4th European Red Cross Road Safety Campaign
www.1-life.info

International Federation of Red Cross and Red Crescent National Societies
http://www.ifrc.org/what/health/roadsafety/index.asp

Global Road Safety Partnership
http://www.grsproadsafety.org

European Reference Centre for First Aid Education
http://www.firstaidinaction.net

European Transport Safety Council
http://www.etsc.be

An international non-governmental organisation dedicated to the reduction of the number and severity of transport crash injuries in Europe.

(CARE - Community database on Accidents on the Roads in Europe)
http://www.europa.eu/transport/roadsafety

http://ec.europa.eu/transport/roadsafety/publications/projectfiles/supreme_en.htm

The website identifies and quantifies road safety problems and the efficiency of road safety measures; the goal of SUPREME is to collect, analyse and publish best road safety practice in EU countries, Switzerland and Norway.

Department for Transport (DfT)
http://www.dft.gov.uk

Contains lots of useful road safety information particularly the "Think" section of the site.

Parliamentary Advisory Council for Transport (PACTS)
http://www.pacts.org.uk/

Royal Society for the Prevention of Accidents (RoSPA)
http://www.rospa.org.uk/

A UK-registered charity, established over 80 years ago. Providing information, advice, resources and training, RoSPA is actively involved in the promotion of safety in all areas of life - at work, in the home, on the roads, in schools, at leisure and on (or near) water.

Safe Routes to Schools
http://www.saferoutestoschools.org.uk

Sustrans, the sustainable transport charity, works on practical projects to encourage people to walk, cycle and use public transport for health, safety and environmental reasons.

European Road Safety Observatory
http://www.erso.eu/

The European Road Safety Observatory (ERSO) is one of the final results of SafetyNet. ERSO will help policy makers, researchers and road safety advisors to find their way into the European road safety world.

European Road Statistic 2007
http://www.erf.be/section/statistics

This annual publication has become the reference source of information on the road transport sector and an indispensable tool for policy makers and industry representatives alike

Educational Links

The links below are excellent for downloading educational worksheets and interactive road safety games free of charge.

http://www.fiafoundation.com/

The FIA Foundation is one of the leaders in road safety campaigning and research, working with a global network of partners.

www.bmweducation.co.uk/safe

Safe on the Street is a road safety education website for 7 - 11 years olds, their teachers and parents. Find out how to keep safe on the street with fun activities, stories, puzzles, quizzes and competitions.

www.nationwideeducation.co.uk

Dealing with all aspects of visibility.

The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.