**Road Safety Awareness Presentation – Key Stage 3 (Year 8 to Year 10)**

**Background and Teachers’ Notes**

**Slide 1**

**Road Safety Awareness – Key Stage 3 (Year 8 - Year 10).**

This presentation, aimed at Key Stage 3 pupils in Years 8, 9 and 10, was created by DFI Safe & Sustainable Travel Division, Promotion & Outreach Team. Its purpose is to promote sustainable and active travel choices and to educate young people about the dangers encountered travelling to and from school.

You may wish to find out any relevant history of incidents involving pupils from the school prior to the lesson as this may be useful information to help you make the messages feel more relevant and real to your pupils.

It would also be useful if at the start of the lesson you clarify if any of your pupils have been involved in a collision or if a family member or friend has been affected by one. Personal experience can make pupils respond to the message in unexpected ways. It may be helpful to provide any affected pupil with reassurance that if they find the presentation uncomfortable they have the option to leave the room and await a member of staff. This would be preferable to causing a pupil undue stress simply because you are not aware of their personal circumstances.

Discussion Questions:

* What do we think of when we talk about road safety?
* What are the main road safety issues?
* Who is responsible for road safety?
* Did any of the class do the Cycling Proficiency Scheme (CPS) in Primary School? If yes, ask what they learned by doing the CPS and did this help their general road safety knowledge?
* Who is responsible for road safety?

Pupils may decide it is the responsibility of PSNI or Roads Service or parents or yourself:

However, you should steer the discussion / debate to conclude that:

**ALL ROAD USERS ARE RESPONSIBLE FOR THEIR OWN SAFETY AND THAT OF OTHER ROAD USERS. EVERY ROAD USER HAS TO TAKE PERSONAL RESPONSIBILITY.**

**ULTIMATELY YOU ARE RESPONSIBLE FOR YOUR OWN SAFETY.**

Do pupils have any experiences they want to talk about and share with the class?

Everyone is a road user and so during this presentation we will explore what measures we can take to ensure our safety.

**Slide 2 – Safe and Accessible Travel**

The Safe & Accessible Travel Division aims to help everyone to connect safely, no matter how they travel and to promote and encourage moves to more sustainable types of travel such as the increased use of Public Transport, Car Share, Park & Ride, Cycling or Walking.

In co-operation with other Departmental / Local Government / Road Safety Partnerships colleagues, it helps to provide the roads and networks for improved public transport services and promotes moves to more sustainable forms of transport including taking forward the Bicycle Strategy, developing urban bicycle network plans, a plan for greenways, a small grants programme for greenways and the active school travel programme.

At the same time, it promotes Sustainable & Active travel within Schools through the Cycling Proficiency Scheme and Road Safety Education programmes.

It also contributes to the reduction of road casualties through education to address poor road user behaviours’ and by working with schools and communities to promote road safety.

**Benefits of Active Travel**

When travelling, choosing public transport also helps reduce the risk of being involved in a road traffic collision. Increased use of public transport also helps reduce congestion in our towns and city.

Walking and cycling for short journeys are easy and convenient ways to build physical activity in to our daily routine. Walking and cycling are good ways of improving our fitness levels and assist in reducing exhaust emissions / greenhouse gasses, protecting our environment.

Northern Ireland Public Health Agency recommends that from age 5 and over, children need to do moderate to vigorous intensity activities of at least 60 minutesand up to several hours throughout the day, every day.

Using sustainable modes of travel such as public transport, electric cars, car-sharing, walking or cycling could also benefit your wallet by saving you money on fuel costs, wear and tear on vehicles and parking fees.

Start making some small changes to your normal travel arrangements today and realise some of the many benefits.

**Slide 3 – How Did You Get To School?**

Conduct a hands-up survey to ascertain how pupils travelled to school. For example - walking, bicycle, bus or car.

Some may get a lift to school and then the bus home or a combination of methods depending on their parents working pattern.

Ask

* Do they think the way they travelled was safe?
* Could it be safer?
* How could it be safer?

Point out the following:

Sometimes the quickest route is not always the safest route to take.

* Could you incorporate a safer place to cross by walking a bit further? Is there a crossing available or a clearer part of the road with no parked cars?
* If there are no safe places to cross do you use the Green Cross Code or instinctively just Stop, Look and Listen?

**Terminology**

Educate the pupils in the correct terminology to use when discussing road safety. Avoid the use of the word ‘accident’, use crash or collision instead. The word ‘accident’ implies that it could not have been helped when in almost every case someone is at fault and therefore it could have been prevented with more care and attention. In the last 5 years, 2015 – 2019, 90% of fatal and serious road traffic collisions were due to human error. That is why the term road traffic collision is used. This phrase empowers us to take control of our road safety. The DFI road safety campaign advises road users to “Stop the Excuses it’s NO Accident!”

Perhaps the class could discuss the meaning of the word accident and compare it to collision.

* Was the road traffic collision caused by excess speed, driver inattention/distraction or pedestrian carelessness?
* Was it really an accident then, when it could have been avoided with correct behaviour?

**Slide 4 – Crossing The Road – Green Cross Code**

Choosing to walk to school can help to keep you active and contributes to reducing exhaust emissions / greenhouse gases, protecting our environment, but you must do this safely.

**Reminder of the Green Cross Code**

The Green Cross Code itself is a short step-by-step procedure designed to enable pedestrians to cross streets safely. While the Code has undergone several changes over the years, the basic tenets ("Stop, Look, Listen, Live.") have remained more or less the same. The 2005 version of the Green Cross

Code reads as follows:

1. **Find the safest place to cross, and then STOP.**
2. **Stand on the pavement near the** [**kerb**](http://en.wikipedia.org/wiki/Curb_(road))**.**
3. **Look all around for traffic, and listen.**
4. **If traffic is coming, let it pass.**
5. **When it's safe, walk straight across the road.**
6. **Keep looking and listening until you safely reach the other side.**

Road traffic collisions are the cause of unexpected deaths and serious injuries across Northern Ireland. We perhaps hear the news headlines when someone has been killed. Very often we do not hear about those that are seriously injured and whose lives and the lives of their families are never the same again.

Ask pupils what can they do to ensure that they do not become another statistic?

Ask pupils what they consider when they cross the road?

Ask pupils to consider and discuss the following:

* Have they ever endangered themselves or others when using the roads? Example- dashing out across the road in front of a car, expecting the driver to be able to stop or avoid them.
* What should they not do? (dash across the road without ensuring it is safe to do so, cross where it is difficult for drivers to see you or be distracted by mobile devices while crossing the road)
* Do people remember learning the green cross code at primary school?
* Do they still use it?
* Do they use it subconsciously without really thinking?
* What are the advantages and disadvantages of this approach?

**Slide 5 – Pedestrian Safety**

Pupils may be subconsciously convincing themselves that this has got nothing to do with them. We all have a natural inclination to think we are invincible and during adolescence this view can be very strongly held. That is part of the reason adolescents have a tendency towards risk taking.

However, we are all a pedestrian at some stage when using the road, and we need to be aware of our vulnerability if involved in a road traffic collision. As a pedestrian we will always come off worse as we are the most vulnerable road user there is.

The Facts:

* The biggest cause of accidental deaths or serious injury to young people is road traffic collisions.
* In 2015 – 2019, the peak ages for a pedestrian death or serious injury to occur is **12 - 14** years old.
* **Boys** who are pedestrians are **seven** times more likely to be killed in a road traffic related collision.
* **In the last five years, September and October** are the months with the greatest numbers of child pedestrian casualties.
* **3-5pm** is the highest fatality and serious injury time of day for children – when they are travelling home from school.

**Slide 6 – 2019 Statistics**

In 2019, 56 people were killed on NI roads. Of these, 1 was under 16 years of age. 17 pedestrians were killed. 774 people were seriously injured. Let’s look at some definitions:

**Collisions:** Collisions involving personal injury occurring on the public highway (including footpaths) in which a vehicle is involved. Collisions are categorised as either ‘Fatal’, ‘Serious’ or ‘Slight’ according to the most severely injured casualty.

**Killed**: Died within 30 days from injuries received in a collision (fatal)

**Serious Injury:** An injury for which a person is detained in hospital as an ‘in-patient’, or any of the following injuries whether or not the person is detained in hospital: fractures, concussion, internal injuries, crushing, burns, severe cuts and lacerations or severe general shock requiring medical treatment.

**Slight Injury:** An injury of a minor character such as a sprain, bruise or cut not judged to be severe, or slight shock requiring roadside attention.

**Casualty**: A person who sustains a slight, serious or fatal injury.

**Children:** Persons under 16 years of age.

**Pedestrians:** Include

* Children on scooters, roller skates or skateboards
* Children riding toy cycles on the footpath
* Persons pushing bicycles or other vehicles or operating pedestrian-controlled vehicles
* Persons leading or herding animals
* Occupants of prams or wheelchairs
* People who alight safely from vehicles and are subsequently injured
* Persons pushing or pulling a vehicle
* Persons other than cyclists holding on to the back of a moving vehicle

The number of fatalities and serious injuries have been generally decreasing over the past ten years; despite an increase in numbers in 2016. We must remember that each life lost leaves grieving family and friends. Focusing on fatalities we can forget just how much a serious injury can impact on a person’s life and they may have a life changing injury from which they never fully recover. They may need years of surgery, physiotherapy, adaptations to their homes/cars or they may simply never be the same mentally. Head injuries are cruel because the person may look the same but their memory and cognitive skills are greatly changed.

You may wish to ask pupils if they have seen the DFI ‘Crashed Lives’ TV campaigns. These campaigns focus on real people (not actors).

Shannan was an 18 year old girl who had passed her driving test only 6 months earlier, when she was killed because she was both texting and speeding. Martin was a pedestrian who was knocked down and killed by a drunk driver. The parents of both Shannan and Martin feature in the ads and you can clearly see the devastation the death of their children has caused them. There are two additional ads. Melissa normally wore her seat belt but took it off as she was feeling tired. The car was involved in a crash and the driver walked away unharmed but Melisa ended up in a wheel chair and her ambitions for the future totally destroyed. Melissa is clear that if she had been wearing her seat belt she would have walked away from the crash unharmed. Melvyn is the last in the suite of ads. Melvyn was not wearing a seat belt, driving while under the influence of alcohol and speeding when he crashed his car. Melvyn was lucky to survive the crash but he has been left with brain damage and his life has also totally changed as a result of the crash. Melvyn’s mother also features in the ad with him as the crash has also impacted on her and changed her life.

**Slide 7 – Can You Name 5 Types Of Pedestrian Crossings?**

**Puffin Crossing:** This is similar to the Pelican crossing but has sensors built in so that if you push the button and do not cross, the lights will not change and traffic will not be stopped. If you push the button and no cars are coming and you cross when the red man is illuminated, again the sensors will pick that up and disengage the traffic lights from turning red. The sensors are also used to ensure that the traffic does not get a green light until all the pedestrians have crossed the road, even if the green man has changed to red man.

The red and green figures are above the control box on your side of the road and there is no flashing green man phase.

Puffin Crossings are now starting to replace Pelican Crossings throughout Northern Ireland, as research shows that they are safer to use. They are of use to a greater proportion of the public, in particular visually impaired people. They have detectors that can tell when people are waiting to cross; this is why you must stand by the push button box once you have pressed the button. When the button has been pressed, a red indicator lights up, but you must wait until you see the Red Man change to the Green Man. Once the Green Man illuminates and you are sure the traffic has stopped, walk straight across the road. These sites are always fitted with either an audible alert or a rotating tactile cone (sometimes both) for the visually and hearing impaired.

Puffin Crossing – Puffin – **P**edestrian **U**ser **F**riendly **IN**telligent Crossing

**Slide 8 – Can You Name 5 Types Of Pedestrian Crossings?**

**Zebra Crossing:** As a pedestrian you must stop at the kerb and wait for the traffic to stop before you step on to the zebra. Remember to keep looking and listening while you cross.

Zebra Crossing – first introduced in 1934 and for obvious reasons was named after the zebra.

**Slide 9 – Can You Name 5 Types Of Pedestrian Crossings?**

**Toucan Crossing:** These are light-controlled crossings which allow cyclists and pedestrians to share crossing space and cross at the same time. They are push-button operated and these are the only crossings designed for cyclists to cycle across.

Toucan Crossing – TWO CAN - Two types of road user can cross at the same crossing.

**Slide 10 – Can You Name 5 Types Of Pedestrian Crossings?**

**Pelican Crossing:** These are signal-controlled crossings operated by pedestrians. Push the control button to activate the traffic signals. When the red figure shows, do not cross. When a steady green figure shows, check that the traffic has stopped before crossing with care. When the green figure begins to flash you should not start to cross. If you have already started to cross you should have time to finish crossing safely.

Pelican Crossing – PELICAN – **PE**destrian **LI**ght **CON**trolled Crossing.

**Slide 11 – Can you name 5 types of pedestrian crossings?**

**Pegasus Crossing:** These are for horse riders and may have pavement barriers, wider crossing spaces and will have horse and rider figures in the light panels and either two sets of controls (one higher) or just one higher control panel.

Pegasus Crossing – The choice of name Pegasus, the winged horse from Greek Mythology, reflects the crossing’s intended purpose of allowing horses and their riders to safely cross the road.

**Slide 12 – Other Safer Places To Cross**

**Pedestrian Island:**

Useful for the pedestrian as it enables you to cross half way when there is a safe gap in the traffic and you may wait in the safe raised area in the middle of the road before crossing the to the other side.

**Foot bridge:**

These are often built near schools close to busy dual carriageways.

**Subway or underpass:**

Subways provide a method of crossing the road where the traffic does not have to be disrupted and they are often found in town centres. Local knowledge is important as some subways attract antisocial behaviour.

**Never take a risk or run out into traffic if there is no safe place to cross.**

For example, if you have to cross between parked cars:

* First check that the cars have no drivers (so that they will not move away while you are trying to cross!)
* Then step off the kerb and position yourself level with the vehicles’ headlights/tail-lights – **Do not go any further out into the road** (the cars will protect you.)
* Listen for traffic.
* When it is quiet, lean your upper body forward and check the road is clear both ways before walking straight across the road.

**Slide 13 – Don’t Gather Near The School Gates**

Ask pupils what they do and identify the danger of congregating in this way.

Remember vehicles delivering services to the school, visitors, may not be familiar with your school car park and layout and may be focusing on directions and signs and not see you.

Groups of young people may be more engrossed in their conversation than in the dangers of what might happen if they step back into the path of an approaching vehicle.

Ask pupils for any examples of incidents involving their peer group.

What they should do to alleviate risk. For instance, arrange a meeting place with their friends away from the entrance and car park.

**Slide 14 – Dangerous Places To Cross**

Asks pupils about their attitude to speed and how they judge when it is safe to cross the road as pedestrians. Stopping distances depend on the speed and size of the vehicle, tyre tread, brakes, weather conditions etc.

**Slide 15 – Speed - The Faster The Speed The Bigger The Mess!**

It may be useful to use the whole class and ask them to stand up.

Then explain that when a pedestrian is **hit at 20mph**, 90% will survive, so ask 90% of the class to sit down. The remaining 10% are the proportion who would, on average, not survive a 20mph impact.

Talk about life-changing injuries and how fragile the body is and how long it can take to recover from injury.

**Hit at 30mph** the average survival rate is 50%, so ask a further 40% of the class to stand up, depicting 50% survival rate average at this speed.

**Hit at 40mph** the average survival rate is a devastating 10%. Ask another 40% to stand and ask them to consider the loss of 90% of their class, the bereaved families and friends; the loss of fulfilment of dreams and aspirations. No future, no job, no marriage, no children – NOTHING. End of life at a young age.

A tragic write up in a newspaper and perhaps an annual reminder represented by photos and flowers at the accident site is all that is left.

**Slide 16 – Distractions – Mobile Phone – MP3, iPod**

It is commonplace today to have a mobile phone, mp3 player/iPod or other portable device to interact with friends, play games or listen to music. However, when we are using them they engage our concentration and focus, to the extent that we may not be fully aware of other things going on around us.

When using the road we are in a potentially hazardous situation, especially if our attention is distracted and we don’t give our full attention to what is happening with the traffic.

To ensure we use the road safely we need to:

* Avoid using a mobile phone or portable media player (so we can hear vehicles, approaching emergency vehicles and can concentrate on crossing the road).
* Follow the rules of the road and practice the Green Cross Code.

Posters which are free to schools are available on this theme from the Think website <http://think.direct.gov.uk/roadsafety.html>

**Slide 17 – Make Sure You Can Be Seen.**

**Pedestrians**

Wear the right clothing at all times: fluorescent and bright in the day, reflective at night. If you haven't got anything reflective, wear or carry something white.

**Cross** at pedestrian crossings whenever you can. At night, if there is no crossing near, try to cross under a street light.

**Carry** a torch if you have to walk in area with no street lights and especially when there are no pavements.

**FLUORESCENT BY DAY AND REFLECTIVE BY NIGHT**

Road collisions often happen when road users cannot see each other until it is too late.

Everyone using the roads is at risk, particularly pedestrians and cyclists.

The problem is worse during autumn and winter because of bad weather and shorter daylight hours.

We can help other road users to see us by wearing the right clothes and accessories.

**Fluorescent colours** can be seen best during daytime and at dusk, they don't show up at night. Fluorescent materials are usually, yellow, orange or lime green – the majority, including the PSNI, wear yellow.

**Reflective materials** are best at night - reflecting the light from car and motorbike headlights. They work in the same way as the cat's eyes that mark traffic lanes. Reflective materials are available as stickers, tapes and tags which can be easily attached to clothes and other items.

For best all round protection wear clothes or safety accessories that combine **fluorescent** colours with **reflective** material.

Discussion:

Do pupils wear anything to increase their visibility? If not why not?

What would they consider wearing? For example arm bands, strips on coats or bags and so on.

**Slide 18 – Seat Belt Law**

Some key dates on the introduction of the law on wearing seat belts

* 1983 – law to wear seat belts in the front
* 1991 – law to wear seat belts in the back and front
* 2007 – law to wear a seat belt wherever one is fitted in all vehicles (including buses, minibuses and coaches)

Ask pupils who they think are exempt from wearing seat belts.

Exemptions to wearing a seat belt are:

* Anyone with a medical exemption certificate issued by a doctor
* Drivers/passengers who are making deliveries and collections in goods vehicles when travelling less than 50 metres between destinations
* Police officers are exempt as are taxi drivers while they have a fee-paying passenger on board or where the rear seats are separated by a fixed partition.

(Motor Vehicles (Wearing of Seat Belts) Regulations (NI) 1993 – Regulation 6 (1) (g) and Regulation 9 (b).)

It is the driver’s responsibility to ensure that all children under 14 are wearing a seat belt and under 12s under the height of 135cm are in the appropriate car seat.

**Penalty**

Failing to wear a seat belt will attract a fixed penalty fine of £60 with three penalty points endorsed on driving licenses. If the case goes to court, the maximum fine is £500 for any occupant anywhere in the car.

The legislation applies to all drivers who fail to wear seat belt, carry an unbelted child aged under 14, or carry a child under 12 years and under 135cms tall without proper restraint.

A passenger over the age of 14 travelling without a seat belt can be fined £30.

**Slide 19 – Make Sure Your Family Are Wearing Their Seat Belts Correctly.**

You can make a difference in keeping your family safe by ensuring that everyone in the car is wearing a seat belt and wearing it correctly.

There are many reasons given for not wearing a seat belt: ASK PUPILS FOR SOME – here are some common reasons from teenagers:

* It’s not comfortable
* It might crease my clothes
* I’m only going down the street
* The driver may think I don’t trust their driving
* If the car crashes the seatbelt will trap you in the car
* I’m embarrassed fiddling around in the back seat to plug the seat belt in beside my friend’s brother – it’s a bit weird!

**The facts:**

According to 2019 data, you are **three times** more likely to be killed and **two times** more likely to suffer a serious injury in a collision if you are not wearing a seatbelt!

For a seat belt to work properly it needs to be used correctly. Here’s how to do it:

* Make sure it is not twisted
* Position it so the lap belt sits as low as possible over your hips and doesn’t ride up over your stomach: heavy clothing can push the belt up too high.
* The shoulder belt should lie across your chest – over your shoulder away from your neck.
* If the car has a seat belt with an adjustable top mounting point, adjust it so the belt sits comfortably across your chest.
* Don’t put the shoulder belt under your arm. In a crash, this could lead to very serious internal injuries. It can cut through vital organs like a knife.
* Make sure there is no slack in the belt. It can only work properly if it is snug across your body at the start of a collision.
* Rear lap belts (and other non-automatic belts) should be adjusted to fit close and low over your hips.
* Never put an adult seat belt around 2 people, it could lead to serious injuries, with both people crushed together in a collision.

It’s ok to tilt your seat slightly backwards but don’t recline it too far. In a collision it is possible for the driver or passenger to slide forward and under the belt if the seat leans too far back.

Airbags are designed to be used with seat belts. They are not substitutes. Airbags explode at around 100mph and if you are not wearing a seatbelt they will do you damage.

You may wish to ask the pupils to find out what details their family car manufacturer’s booklet gives regarding airbags (some give an age, height and weight of a passenger sitting in the front seat.)

**Slide 20 – No Seat Belt No Excuse!**

If someone is travelling in a vehicle and they are not wearing a seatbelt and that vehicle becomes involved in a crash. The person not wearing the seatbelt will act as a human missile damaging any other occupants within the vehicle.

They will cause them serious injury, including brain damage or cause their death.

If you do not wear a seatbelt it is a very SELFISH act.

There is really no acceptable excuse for not wearing a seatbelt when travelling in a vehicle with other people.

General discussion on consequences

**Slide 21 – Get On The Bus Safely**

Buses are the safest mode of transport while you are on them. The dangers are getting on and off.

Remember to stay back from the kerb – buses are so long that part of the front of the bus may be over the pavement as it approaches the bus stop.

Ask pupils for their experiences travelling to school by bus.

Some tips for using the bus:

* Wait for the bus to stop completely before approaching it; stand back
* Be courteous to the driver
* Go to your seat and put your seat belt on properly
* Do not distract the driver
* Never mess around with the emergency exits
* When approaching your stop, keep your seatbelt fastened until the bus comes to a stop
* If you drop something while exiting the bus, tell the driver, as he may not see you
* Stand clear from closing bus doors
* When exiting the bus, look left for cyclists
* Take all your belongings when leaving the bus
* Wait for the bus to drive away before crossing the road

Remember Seat belt Law applies on all buses and minibuses – where a seatbelt is fitted it must be worn at all times. Remember you are representing your school – behave sensibly on the bus.

**Remember most Translink buses have CCTV Cameras on board!**

**Slide 22 – Getting Off The Bus**

If you have to cross a road after getting off a bus, ALWAYS let the bus move away so that you can get a clear view of the road in each direction before crossing the road. A number of fatalities of this nature over the past 10 years have been in your age group.

Look out for new illuminated signs and flashing warning lights on school buses.

**FACT:** School children are at far greater risk getting on and off a school bus than travelling on it.

To improve safety School buses are fitted with illuminated signs and flashing warning lights, making them much easier to see, particularly in poor weather conditions.

Signs must be illuminated at all times when children are travelling to and from school on a “school service”.

The flashing warning lights must be turned on while children are getting on and off the bus, and between 4 and 8 seconds after the door is closed.

Please ensure that pupils understand that there is still a need for them to take care when crossing the road after getting off a bus. They still need to take responsibility for their own safety.

**Slide 23 – Safe Cycling**

Cyclists, like pedestrians are a vulnerable road user group and they are particularly at risk of death or serious injury if they do not take great care and pay attention to and abide by the rules of the road.

This slide serves as an introduction to the topic. It may be useful to ask the class how many of them cycle to school and how many cycle at home. Ask them for reasons why they do not cycle. It is a useful thought provoker to ask them what cyclists can do to make themselves safer and what other road users can do to contribute to cyclists’ safety.

**Slide 24 – Before You Cycle**

This slide is largely self-explanatory, it’s best to have a well maintained bicycle and check key items each time before you ride it.

Pupils should be encouraged to plan the safest journey to school which may not be the shortest route.

Are there facilities at school for cycle helmets and securing the bicycle?

<http://www.cycleni.com/> is a useful website to inform pupils of where they are and if there is a cycling route that would connect them from their home to school using shared footways/cycle lanes.

Remember having a bell is the law! It’s especially useful when using shared footpaths

**Slide 25 – The Cycle Helmet**

It is recommended that all cyclists wear a cycle helmet while riding a bicycle. Whilst a cycle helmet is not a legal requirement in NI it is becoming more the norm. Wearing a helmet is a good common sense move.

However, cycle helmets only provide limited protection and only if they fit well and are worn properly. Helmets are not designed, intended or expected to provide protection from impacts with moving motor vehicles – the cause of most fatalities. We recommend you wear one but try not to let it affect your behaviour in traffic.

Wearing an approved cycle helmet that fits your head well can protect you from serious head injury in low impact incidents. Many of these happen close to home so wear your cycle helmet on every journey.

**Remember –** a cycle helmet will not prevent collisions – you still need to take care.

**Ride safely and responsibly at all times. You are responsible for your own safety.**

**Slide 26 – Guidance For Cyclists**

* Wear fluorescent and reflective clothing every time you ride your bike.
* Wear a brightly coloured cycle helmet – it will make you more visible as well as protecting your head in an accident.
* Ensure your lights are working before every journey.
* Keep lights and reflectors clean.
* Fit pedal and spoke reflectors to your bicycle.

Pupils should be reminded that when cycling they should wear bright colours as school uniforms are too dark.

Reflective/fluorescent armbands and rucksack covers are available to heighten visibility.

**More information on lights on your bike**

Between sunset and sunrise your cycle **MUST** have white front and red rear lights lit. It **MUST** also be fitted with a red rear reflector (and amber pedal reflectors if manufactured after 24/1/96). White front reflectors and spoke reflectors will also help you to be seen. Flashing lights are permitted but it is recommended that cyclists who are riding in areas without street lighting use a steady front lamp.

Additional information on cycling can be found in the **DfI Cycling Education Pack.**