

Government of the People's Republic of Bangladesh

Ministry of Communication

Bangladesh Road Transport Authority

ROAD SAFETY CELL

ROAD SAFETY EDUCATION

for

CHILDREN AND ADULT

PEDESTRIANS

IN RURAL AREAS

RESOURCE MATERIALS

(HANDBOOK)



These road safety teaching materials are produced for the education of children and adult pedestrians in the rural areas of Bangladesh. They are designed to assist school teachers and community instructors in class or group instruction to improve awareness of road safety, to develop in their students safe behaviour and practices near the road and, In particular, to enable children and adult pedestrians to identify safe journey routes.

These materials are developed by the BRTA Road Safety Cell as part of the IDC3 Project which is promoted and supported by DFID (UK). They are developed in association with IMCT, Dhaka.

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March, 2002

CONTENTS

	page
Introduction	i
Topic 1 Road Safety Vocabulary	1
Activity 1.1 : Parts of the road	1
Activity 1.2 : Naming vehicles	2
Activity 1.3 : The difference between traffic and pedestrians	2
Activity 1.4 : Where do pedestrians and traffic move	2
Topic 2 Danger on the Road	3
Activity 2.1 : Dangerous things	3
Activity 2.2 : Why are accidents dangerous?	4
Activity 2.3 : Describing road mishaps	4
Topic 3 Road Safety	7
Activity 3.1 : Roads	8
Activity 3.2 : Traffic	9
Activity 3.3 : Walking beside the road	10
Activity 3.4 : Walking together	11
Activity 3.5 : Crossing roads	12
Activity 3.6 : Road hazards	15
Activity 3.7: Safe routes to school and market	16
Topic 4 Practical and Follow-up	17
Activity 4.1 : Safe Routes	17
Activity 4.2 : Road Safety in practice	17
Activity 4.3 : Review	17

INTRODUCTION

The road safety education resource materials include this handbook and a set of flip charts (7 pages plus a cover)

These materials have been produced for the education of children and adults living in rural areas to raise awareness of the dangers of roads and traffic and to develop safe behaviour when using roads. They are intended to be used by teachers and community instructors.

The instruction objectives are to:

- Introduce and/or extend road safety vocabulary;
- Advance the concept of danger on the road and identify its source;
- Improve safer pedestrian behaviour near roads;
- Develop safe routes for regular pedestrian journeys.

The flip charts were originally designed as part of an international project sponsored by DFID (UK) to educate children, who live in the rural areas of developing countries, on safe pedestrian behaviour. For application in Bangladesh, the charts have been revised and the materials have been extended to apply to both children and adults in rural areas. There are two reasons for extension of the programme to adults. One is for the education of adults in their own right as pedestrians. The other is for the education of adults as the parents and minders of children. Children's learning experience in road safety, initiated by attendance at a road safety education programme using these resource materials, will be enhanced if the learnt concepts are repeated and reinforced by parents and minders over a period of time. Teachers can emphasise this principle when working with adult groups.

The materials are divided into four topic areas, each with several activities. The handbook provides guidance for teachers and instructors on the programme activities and use of the flip charts. It is the teacher's option to determine, depending on the group size, education level, age and capability of the people in the group, how many sessions should be taken to complete the programme and how long each session should be.

TOPIC 1 : ROAD SAFETY VOCABULARY

Introduction:

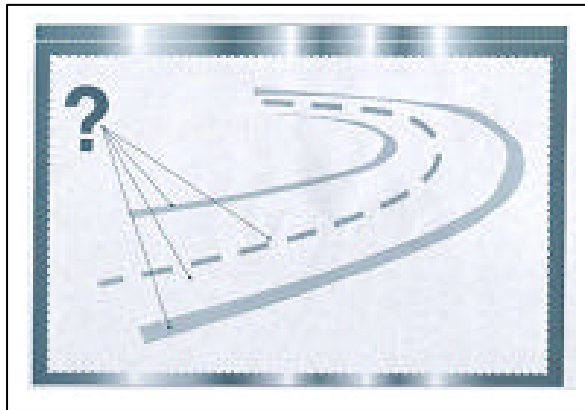
One of the first steps in road safety education is to develop a vocabulary which can later be used to discuss more complicated concepts.

Objectives

- To develop a vocabulary of the road environment
- To particularly understand the distinction between the pedestrian and traffic
- To understand the features of various road users
- To understand where various road users should be.

Activity 1.1 : **Parts of the road**

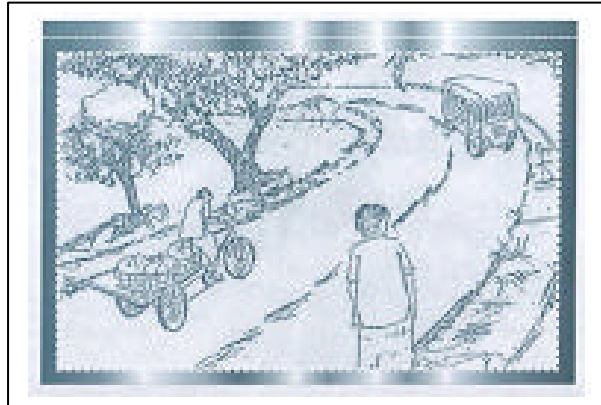
It is important that the class is able to recognize and describe the various parts of the road. All roads look different, but they still retain some of the same features.



Using the above flip chart picture, point to the various items and ask the class to name them.

- Footpath (at the outer edge of the road)
- Road
- Centre-line (in the centre of the road)

On some roads the footpath is made of stone and is higher than the road, on most roads the footpath is less obvious. Use the picture below to illustrate this. On some roads the raised section in the middle of the road is called a **MEDIAN**.



Activity 1.2 : Naming vehicles

Ask the class or group to list as many vehicles as they can. As different vehicles are mentioned, write them up on the blackboard.

The list should contain the following words

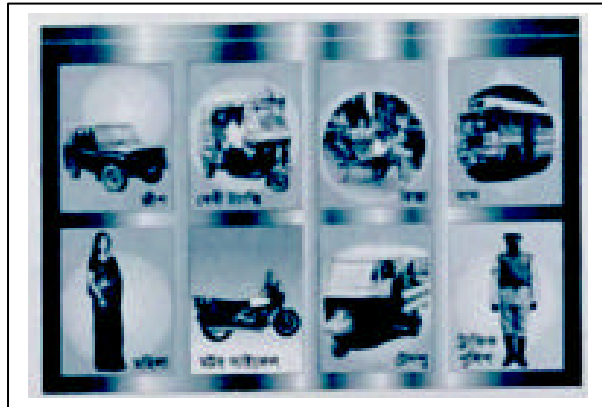
Truck	Car	Motor cycle	Bicycle
Baby Taxi	Cart	Pick-up	Bus
Jeep	Rickshaw	Tempo	Van

Ask the class to describe each of the vehicles listed. They should be encouraged to use as many descriptors as possible, but examples are size, how fast they travel, whether they have an engine, and so on.

One word that the class or group may not have heard is **TRAFFIC**. You should explain that traffic is a general word that describes all of these vehicles.

Activity 1.3 : The difference between traffic and pedestrians

Another word that the class may not have heard is **PEDESTRIAN**. It is very important that they learn this word because it helps them make the distinction between vehicles (traffic) and people (pedestrians). Ask the class to describe people in relation to traffic – for example ask the class if pedestrians are fast or slow, hard or soft, and so on.



Ask the class to look at the pictures above. For each picture the class should say whether the picture is of something which is 'traffic' or something which is 'pedestrian'

Activity 1.4 : Where do pedestrians and traffic move?

The distinction between traffic and pedestrians is important because they are supposed to use different parts of the road

Draw the class's attention back to the first picture used in Activity 1.1, the diagram of the road. Name various vehicles and people. For each one, ask the class if it should move on the road or on the footpath.

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TOPIC 2 : DANGER ON THE ROAD

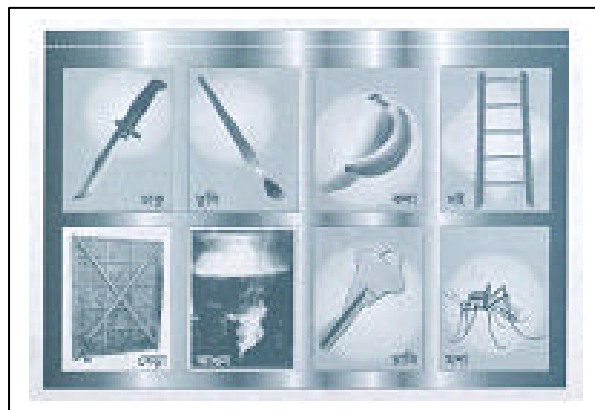
Introduction:

The road is an extremely dangerous place. Although children and adults may claim that they realise this, they probably have not actually thought about the dangers. The idea is not to scare them so that they are afraid to leave their house. It is to give them respect for the danger of traffic so that they make safe behaviour a priority when they are near roads.

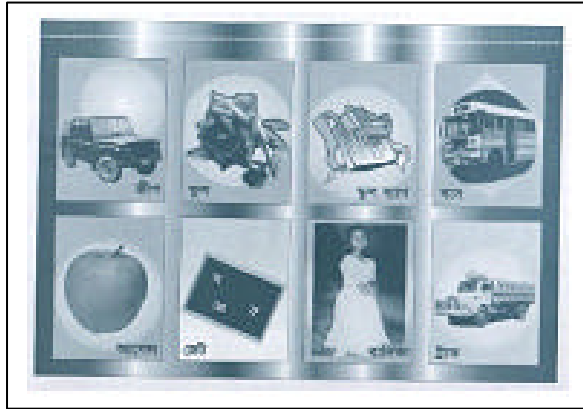
Objectives:

- To understand that many things are dangerous
- To understand that traffic and roads are dangerous
- To realise why traffic is dangerous
- To think and talk about road mishaps/accidents
- To realise that mishaps are avoidable
- To practice using the words learnt in Topic 1

Activity 2.1: Dangerous things



The class is probably well aware that certain things are dangerous (for example, fire). However they may not be so aware of other dangers. Show the above flip chart and ask them to look at the pictures. When the pictures have all been named, ask the class whether each item is safe or unsafe – for the unsafe items ask the class to explain why they are unsafe. Now repeat the exercise using the pictures in the flip chart on the following page.



All of the danger items are vehicles. When asking the class why the vehicles are dangerous make sure they remember their descriptions of vehicles from Topic 1, that vehicles are fast, hard and so on, and make sure they mention road accidents.

Activity 2.2 : Why are accidents dangerous?

The previous activity should have brought out the fact that traffic is dangerous. It can cause mishaps/accidents. If a vehicle collides with a pedestrian the result is often terrible, because vehicles are heavy and travel very fast – road mishaps hurt people more than they hurt vehicles!

This activity illustrates this point. It is very simple but also very effective. The exercise should be done outside the classroom, perhaps on the veranda or field.

Take an egg and draw on a face. Explain that a person's head is very brittle, just like the egg. Then explain that a vehicle is very hard, just like the ground. Ask the class what they think will happen when the egg and the ground meet. Now drop the egg from head height and observe the result. Explain to the children that this is what happens in road accidents – the pedestrian gets hurt and the vehicles are undamaged. You could also explain that the egg was only travelling at about 20 kilometer per hour when it hit the ground – vehicles are often travelling four or five times as fast!

Activity 2.3 : Describing road mishaps

Write on the board “ Any one can have a road accident”. Ask the class if anyone has had, or nearly had, a road accident (or if they know of anyone who has). Ask them how it felt (e.g. frightening, painful) and write the key words up on the board. Ask the class if they think that the mishap could have been avoided if the pedestrian had behaved differently.

Split the class into small groups (five or six persons per group) and get them to discuss amongst themselves the circumstances of the accidents they have had or nearly had. Give them a few minutes to talk, and then select a few to tell the class about their experiences. If there is time, you could ask your class to write a brief account of one of their experiences.

Try to bring out the following points:

- traffic is dangerous and can hurt you;
- roads are for traffic;
- the footpath is for pedestrians;
- you should behave safely near the road; and
- that accidents are avoidable.

TOPIC 3 : ROAD SAFETY

Introduction:

It is not enough to tell the class or group that the road environment is dangerous and that they should behave safely – people need to be told what safe behaviour really is.

Many of the activities described below can be carried out in an area away from the road.

Objectives:

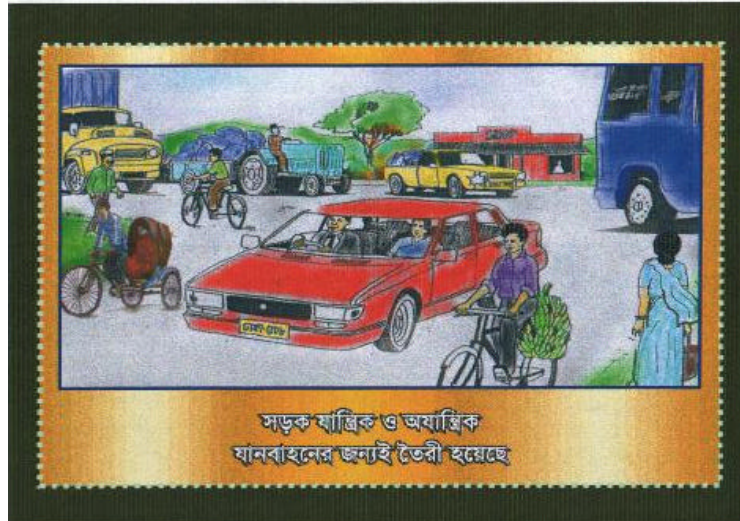
- To understand that it is not safe to run on or near the road;
- To know that children should be accompanied – and should hold hands with an adult whom they know when walking near roads;
- To know that they should walk facing the oncoming traffic.

Method:

For each activity, show the class the pictures illustrated and discuss the highlighted points listed below each picture on the following pages of this handbook.

Activity 3.1 : Roads

Theme: Roads are built for traffic, both motorised and non-motorised.



Roads are built for traffic,
both motorized and non-motorised

Roads are built primarily to carry wheeled traffic such as lorries, trucks cars etc.

People on foot also use them and cattle or animal-drawn carts in the rural areas may use them.

❖ **What the words 'traffic' and 'vehicle' mean?**

Traffic is the collective word for vehicles (and people on foot) using a route. A vehicle is a structure with wheels, in which, or on which, people and goods are carried.

❖ **What is meant by motorised and non-motorised traffic?**

Motorised traffic includes cars, trucks, lorries, tractors, buses, auto rickshaws and motorcycles. They all have engines. Non-motorised traffic does not have an engine, so it includes people on foot or on bicycles, rickshaws and animal transport.

❖ **What vehicles do the class see on the roads near their school, near their house, near their market or in the picture?**

There are different types of roads depending on how much traffic uses them and who looks after them.

Activity 3.2 : Traffic

Theme: Traffic is dangerous and can hurt you.



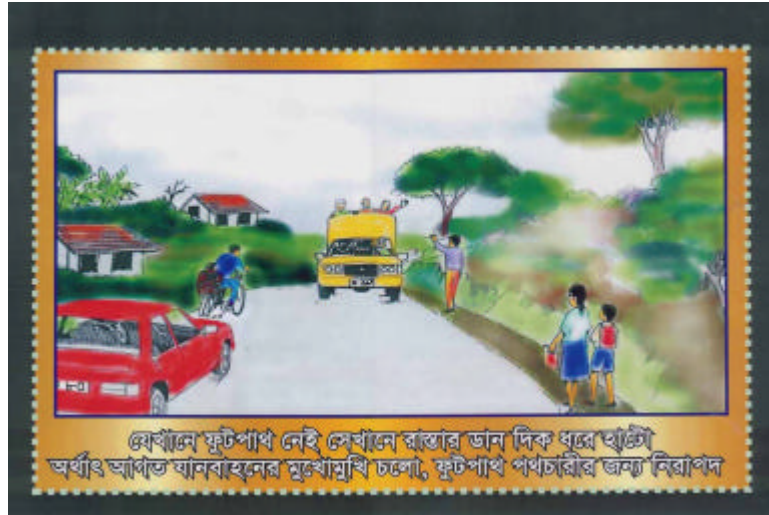
Traffic is dangerous and can hurt you

Reinforce the lessons learnt in Activity 2.2

- ❖ ***What has happened in the picture ?***
- ❖ ***Why is traffic dangerous ?***
- ❖ ***How many children have seen or heard about traffic accidents? What Happened? How did they feel?***

Activity 3.3 : Walking beside the road

Theme: Walk on the right side of the road, and don't run



If there is no footpath, then walk on the right side of the road facing the on-coming traffic.

The footpath is the proper place for pedestrians.

Don't walk on the road but along the side of the road, facing the Traffic near you.

Stay as far away from the road edge as possible so that there is a wider distance between you and passing vehicles.

- ❖ ***If there is no footpath, why should you walk on the right hand side of the road***
- ❖ ***Walk, do not run beside the road***
- ❖ ***Do not play by the road***
- ❖ ***Never run or play on the road or next to the road, you could cause an accident or be in an accident***

Vehicles and bicycles should drive on the left hand side of the road. If you walk on the right hand side you will clearly see coming towards you the traffic that will pass close to you. Where there is no footpath then walk on the right hand side of the road, facing the on-coming traffic.

Activity 3.4 : Walking together

Theme: Children walk two by two and hold hands



Look after younger children.
Hold their hand and make them walk on the side away from the traffic.
Help them understand that traffic is dangerous.
Do not walk more than two, side by side.

Older children play an important role in keeping younger children safe on the roads. They must make sure their younger brothers and sisters learn and practice good safety behaviour and keep as far away from the traffic as possible. It is especially important that older children know about and practice road safety properly as the younger children will learn by their example.

- ◆ ***In the family of each class member, how many children go to school or to market with a brother or sister?***
- ◆ ***Do they look after each other?***
- ◆ ***How do they look after each other?***
- ◆ ***Do not walk more than two, side by side***

It is very important not to walk on the road, too close to the traffic. The side of the road or footpath next to the road is normally only just wide enough for two. More than two will mean one person is too close to the traffic and may not be paying enough attention to on-coming vehicles.

The trainer should check that the class has properly understood how to walk safely along the road from this and the previous topic.

Activity 3.5 : Crossing the road

Theme: Find a safe crossing place – stop, look and listen – keep looking and listening.



First find a safe place to cross the road

- ❖ ***First find a safe place to cross***
- ❖ ***Avoid places where the road bends***
- ❖ ***Avoid intersections and bus stops***

A safe crossing place is one where the pedestrian can clearly see up and down the road. A bend in the road can hide a vehicle and is not a safe place to cross. Also, neither an intersection, where vehicles may quickly turn, nor a bus-stop, where vehicles may quickly pull off the road, is a safe place to cross.



Look right, look left, then look right again.
Listen for oncoming vehicles.

- ❖ ***Before crossing, stop by the edge of the road***
- ❖ ***Look right, look left, and look right again.***
- ❖ ***Listen for oncoming vehicles.***

Emphasize to the class, and children in particular, that they must look at a vehicle for a little time to know how fast it is travelling.

Vehicles drive on the left side of the road. When standing at the edge of the road waiting to cross, the vehicle passing closest to you will come from your right. So the last thing to do before starting to cross the road is to “look right again”.



Keep looking and listening while you are crossing the road

❖ ***Keep looking and listening while you cross the road.***

Have the class or group discuss why it is important to keep looking and listening while crossing the road.

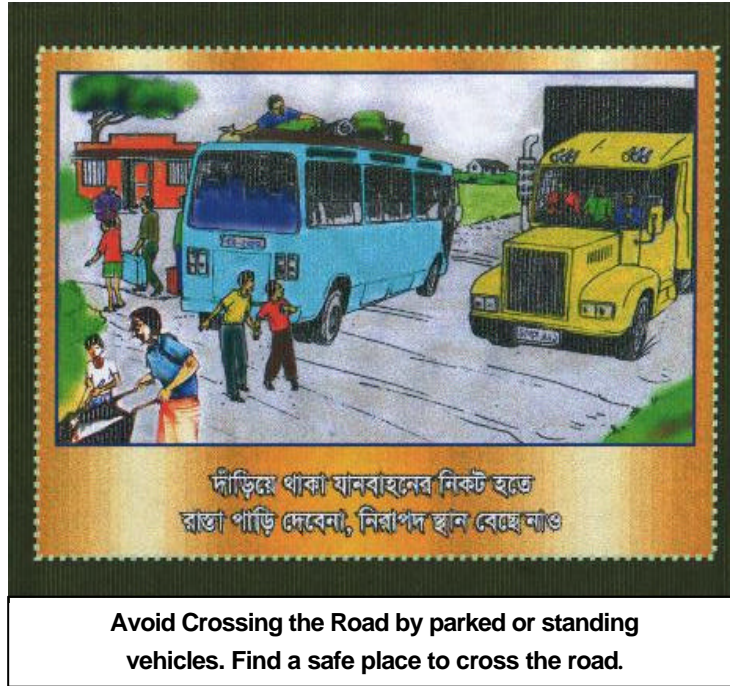
If necessary refer back to the descriptions of vehicles developed in Activity 1.2, particularly how fast vehicles travel, and to the discussions had in Activity 1.4 regarding which part of the road vehicles travel on.

Activity 3.6 :

Road hazards

Theme:

Avoid dangerous places



- ❖ ***Avoid crossing the road by parked or stopped vehicles.***
- ❖ ***Find a safer crossing place.***

Parked vehicles reduce a pedestrian's view of the road. Also other vehicles pass very close to buses that have stopped. It is dangerous to cross the road near parked vehicles, and especially near the front or back of a bus.

Activity 3.7 : Safe route to school and market

Theme: Finding safe routes from home to school and market



Find a safe route to school and market from your own home

Pedestrians in rural areas travel regularly from their home to school, or to the market, or to their place of work, and vice versa. Each person in the class can, for a journey they make regularly, select a safe route using the principles they have learnt in the previous activities, and describe it to the class.

Sometimes a safe route may mean walking a little further. But it is better to be safe than sorry!

- ❖ ***Have each class member identify and describe a safe route to school and to market from their home***
- ❖ ***Apply the road safety principles learnt in the previous activities, avoiding main roads where possible***
- ❖ ***Is the journey home by the same route?***
- ❖ ***Find the safest route***

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TOPIC 4 : PRACTICAL & FOLLOW- UP

Introduction:

Many pedestrians, children and adults are injured or killed because they don't know safe behaviour near traffic. After completion of the previous 3 sessions bring the class to a playground and observe how they behave. By being more aware of the danger on the road, and by following the important rules of the road, accidents can be prevented from happening. Older children can make sure their young brothers and sisters are safe too. So practical observation is important.

Activity 4.1 : Safe Routes

Draw a map of the neighbourhood on the corner of the playground or on a large piece of paper.

Let the class discuss:

- Which place they use to cross the road, on the way to school, on the way to the market, on the way to meetings and social events, at other times;
- Where accidents have happened;
- Which places are accident black spots;
- Which places are the safest places to cross roads.

A blackspot is a location where several accidents, in this case pedestrian accidents, have occurred in the past.

Activity 4.2 : Road Safety in practice

Use the playground to learn about dangers on the road, and to practice road safety. Draw roadways on the ground similar to those in the neighbourhood. Create dangerous situation by putting a bend in one road, and an intersection in another, also a roundabout. Some class members can pretend to be bushes or parked vehicles. Others can be cars or bus drivers, or people riding bicycles or pulling rickshaws along the road. They could drive carefully some of the time, but at other times pretend to be bad drivers, speeding up or failing to stop at a light. Class members can take turns showing how they would walk along the road, or try to cross the road safely.

Activity 4.3 : Review

Follow-up & review the rules for crossing roads and for safe walking along a road.

After a few months, draw roads on the playground again. Are the class members using the road more safely?

- Does the class think that others are crossing roads at safer places?
- That they are looking, listening, and walking across carefully?
- Is any one looking after young children on or near the road?
- Has there been any change at all?
- What do they think?

Keep a record for references.