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# KERBCRAFT

## Kerbcraft Training Manual

A Handbook for Road Safety Professionals

# KERBCRAFT



# Road Safety Training

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Department for  
**Transport**



**Kerbcraft Training Manual**  
A Handbook for Road Safety  
Professionals

*Department for*  
**Transport**

December 2008



University of  
**Strathclyde**



Department for  
**Transport**

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KERBCRAFT MANUAL

Part One: General Information

KERBCRAFT



Road Safety Training



## 1.0 Introduction

### 1.1 How to use this manual

This manual provides a blueprint for delivering successful Kerbcraft training to children aged 5-7 years old. The contents cover setting up your scheme; recruiting volunteers; liaison with schools and local organisations and practical guidelines for delivering high quality Kerbcraft training to children at the roadside.

This manual is the primary resource for Kerbcraft training and can be used in conjunction with the following Kerbcraft support materials:

- *Kerbcraft Volunteer Training Video / DVD;*
- *Kerbcraft Co-ordinator Support Pack.*

These support materials are available from (to be decided). Further information and advice on running your Kerbcraft scheme can be found on the Kerbcraft pages of the Department for Transport website.

### 1.2 Aims of the scheme

This manual is based on a road safety education scheme originally run in Drumchapel, a peripheral housing estate in Glasgow with an exceptionally high child pedestrian accident rate (1993-95). Following a pilot study in Drumchapel, the programme was more extensively piloted in 75 local and unitary authorities across England and Scotland as part of a national child pedestrian training pilot project. A similar programme of Kerbcraft schemes also ran in all local authorities across Wales.

The national pilot project in England and Scotland ran between 2002 and 2007 and involved 115 Kerbcraft schemes, each with a scheme co-ordinator to recruit, manage and support volunteer trainers within schools. Funding for the schemes was provided by the Department for Transport and Scottish Executive and was targeted at areas with high child pedestrian casualty rates and high levels of social and economic deprivation. Findings from the evaluation of the national pilot confirmed the significant positive impact of Kerbcraft training on children's skills and behaviour at the roadside.

The Kerbcraft programme is inclusive and makes strong links with the National Curriculum in England, Scotland and Wales. It also fits well with the Every Child Matters agenda and can provide valuable evidence for the schools inspection process (OFSTED/HMIE).

The key aims of Kerbcraft are as follows:

- *to teach children by means of practical training rather than lessons in the classroom;*
- *to arrange for training to be undertaken by parent volunteers who are recruited and trained by scheme staff.*

### 1.3 The skills to be trained

The scheme is designed to teach three pedestrian skills to 5-7 year old children over a 3 -12 month period (depending on starting dates and the preferences of schools and scheme staff). Training is progressive, with each phase building on the foundation laid by earlier phases. All require practical training at the roadside if children are to acquire them properly.

#### **Recognising safe versus dangerous roadside locations**

Many roadside locations are intrinsically dangerous, e.g. beside parked vehicles, sharp bends, brows of hills, intersections, etc. Recognising such dangers and learning how to construct routes that avoid them is one of the first skills that children must learn. Children under 9 years are very poor at this and frequently choose to cross at dangerous locations.

#### **Crossing safely at parked cars**

Crossing the road adjacent to a parked vehicle is particularly dangerous for small children as they are less visible to drivers than adults, and because they do not know how to deal safely with parked vehicles.

In the first part of the programme children are taught to understand what it is about obstructions like parked cars that makes them dangerous. In the second part, they are taught a systematic strategy that can be used to cross safely at parked vehicles in those cases where avoiding them is impossible.

#### **Crossing safely near junctions**

Like parked vehicles, intersections are also associated with many accidents involving young children. The third phase of training builds on the preceding phases by introducing children to the problems of crossing near different kinds of junction.

## 1.4 Rationale and research background

Practical approaches to road safety education stress the importance of giving children ‘hands-on’ experience in meaningful contexts such as the roadside. Empirical research shows that such approaches are amongst the most effective in improving children's actual behaviour in traffic.<sup>1</sup>

However, practical training can be difficult to implement because the methods are time-consuming and labour intensive. The manual describes a solution to this problem using a community approach that was successful both in the original Drumchapel pilot and subsequently in 75 English and Scottish authorities across the national pilot project.

Evaluation of the training programme, both in Drumchapel and then nationally, showed that it led to substantial improvements in children's judgements and behaviour after a relatively modest amount of training.<sup>2</sup> The national evaluation also confirmed the positive impact of this community approach on the schools and volunteers involved, with improved parent-school relations and increased self-esteem and confidence for volunteer trainers.<sup>3</sup>

## 1.5 Benefits of the scheme

- *It ensures that a large number of children come in contact with the scheme, not just those whose own parents feel able to make the required commitment;*
- *Because the volunteers constitute a substantial resource, this greatly increases the amount of practical training that can be undertaken with the children;*
- *The training programme focuses on a set of clearly defined pedestrian skills whose absence is known to be associated with risk. None of these would be easy to teach without practical training;*
- *Since the training is conducted entirely by volunteers, the programme has almost no implications for teachers' workload;*

- *The programme helps to improve contact between parents and the school more generally;*
- *The approach involves the community directly in the process of solving its own problems. It does not simply rely on ‘experts’ drafted in from outside the area.*

## 1.6 Role of the manager/co-ordinator

The manager of the scheme will normally be a person appointed or approved by the Local Authority. It is assumed that in most cases this will be Road Safety Officer or person with comparable skills and experience. The duties involved in setting up and running a scheme of this sort are fairly substantial. They include organisational, administrative and training functions. Among the more important are:

- *establishing links with relevant agencies including the target schools;*
- *planning and timetabling the programme of activities;*
- *setting up training courses for the volunteers;*
- *recruiting and training volunteers;*
- *supporting and monitoring volunteers as they carry out the child training;*
- *evaluating the success of the scheme.*

## 2.0 About this manual

### 2.1 Structure and use of the manual

This manual is divided into four main parts as follows:

#### Part One: General Information

This section describes all the organisational and administrative tasks involved in setting up the scheme. Managers will probably wish to consult this section on a regular basis. It should be used in conjunction with Part Four which contains copies of materials that will be required in setting up the scheme, including letters, forms, checklists, and similar items. Many of these are

<sup>1</sup> Thomson, J.A.; Tolmie, A.K.; Foot, H.C. and McLaren, B.: *Child Development and the Aims of Road Safety Education*. London: HMSO, 1996.

<sup>2</sup> Thomson, J.A. and Whelan, K.M.: *A Community Approach to Road Safety Education Using Practical Training Methods: The Drumchapel Project*. London: HMSO, 1997.

<sup>3</sup> Whelan, K., Towner, E., Errington, G. and Powell, J.: *Evaluation of the National Child Pedestrian Training Pilot Projects*. Department for Transport, London, (2007).

## Part One: General Information

photocopiable, though in some cases managers will have to compose their own version using the one provided as a template.

### Part Two: The Skills Training Programme

This section describes the three training programmes that the children will undertake and the associated courses used to train the volunteers. Materials relevant to the setting up of each training programme, including the manuals distributed to volunteers, are included in Part Three.

### Part Three: Volunteer Training Handbooks

This section contains the volunteer training handbooks which contain essential information for volunteers. The handbooks act as a source of reference by summarising the main points of the procedures used in training each skill.

### Part Four: Other Resource Materials

This section contains the volunteer training handbooks which contain essential information for volunteers. The handbooks act as a source of reference by summarising the main points of the procedures used in training each skill.

## 2.2 Planning the training scheme

- *The programme can be run to a flexible timetable depending on the requirements of the schools and managers involved. One method is to run training across three school terms, one for each skill. This has a low impact on class time over the year and gives volunteers and children a break between skills. Alternatively, you could organise all training in a school to run within one term, with each skill running back-to-back. This approach helps with the retention of volunteers and is often preferred by schools;*
- *Regardless of how long the training programme takes to roll-out, managers should set aside approximately one term for setting up the scheme, recruiting volunteers and organising volunteer training courses;*
- *Kerbcraft training is appropriate for children aged 5-7 years. In England and Wales this can include children in Reception, Year 1 and Year 2, and children in Primary 1 and Primary 2 in Scotland;*
- *Since teachers will be reluctant to disrupt children right at the beginning of their schooling, it would be sensible to delay starting the programme until Term 2 (i.e. after Christmas) if working with Reception Year children in England/Wales or Primary 1 children in Scotland;*
- *Exact starting dates are not critical and extending the programme over the summer vacation does not appear to hinder children's learning - this allows for some additional flexibility.*



## Real Kerbcraft Experiences

Since the aim of this manual is to show managers how they might go about setting up similar schemes elsewhere, readers will find boxes entitled 'Real Kerbcraft Experiences' throughout this manual. These provide advice and comments based on the experiences of those co-ordinators who have already set up and run the scheme. They describe how particular problems were tackled across all the Kerbcraft schemes run so far (from Drumchapel and the national pilot), commenting on what worked and what didn't, and they propose alternatives which might also work. These supplementary sections are kept separate from the main body of the manual by placing them in boxes where they can be easily accessed.

### 2.2.1 Programme duration

The recommended length of the different parts of the programme, broken down by pedestrian skills, is shown below. Each session should last approximately 25-30 minutes (including journey time to and from the sites). This can be adjusted upwards if suitable sites are not available in the immediate vicinity of the school. Avoid very long sessions, however, as young children quickly become bored and distracted.

Skill	No. of sessions	Programme Duration	No. of children
Safe Places	4-6	4-6 weeks	3
Parked Cars	4	4 weeks	2
Junctions	4-6	4-6 weeks	2-3

The evaluation of Kerbcraft training from both Drumchapel and the national pilot indicates that children require **at least four** sessions for each skill (a minimum of 12 in total) to get the maximum benefits of training - this is particularly the case for Safe Places and Junctions training. Research findings suggest that individual children learn at different rates, therefore some children will need more than the minimum input to improve their skills appreciably. Thus, while 12 sessions may be sufficient for some children, we suggest a timetable of 16 weeks of training in total. This provides scope for delivering the right amount of training for each child and can allow time to make up for any missed sessions (e.g. as a result of bad weather or another school activity).

### 2.2.2 A sample timetable

Managers should draw up a prospective timetable at an early stage. Obviously, this will be influenced by such factors as the manager's working hours/other responsibilities, the number of staff who will be involved in the scheme, the participating number of schools and so on. The first stage is to draw up a Year Planner scheduling the various activities. Begin by eliminating all days when training cannot be undertaken (weekends, school holidays, in-service days etc.). Also, eliminate days when you know you will not be available and do not schedule anything for the last week of term: schools often have a programme of activities for that week and absences are common.

A sample timetable, based on the ones used in the national pilot project schemes is shown in **Part 4: Other Resource Materials (item 1)**. It assumes one full-time manager (or equivalent) working with approximately 300 children (across approx. 10 schools) per school year. However, it might be sensible to start in fewer (or even a single school).

*Note that this timetable is intended only as a **guide** since individual circumstances will vary. For more detailed information on timetabling your Kerbcraft scheme, please refer to the Kerbcraft Co-ordinator Support Pack.*

## Real Kerbcraft Experiences

As previously stated, the number of sessions allocated to each skill is based on the results of research, and managers should not assume that this can be changed arbitrarily. While some training is obviously better than none, evaluation findings suggest that delivering less than the recommended amount of training for each skill may result in children's behaviour not improving as much as it could and in children not being able to maintain their new skills over time.

Sessions should be run approximately weekly because:

1. *This gives the child time to absorb the previous lesson before a new one is undertaken;*
2. *It will probably be found that a once-a-week arrangement suits most volunteers and schools.*

However, this timing is not vital and sessions have been successfully run up to twice a week. Similarly, it is unlikely that postponing sessions by a few days would have a detrimental effect on children's learning. It is not advisable to hold sessions less frequently than once a fortnight as children will be less likely to remember back to previous sessions.



## 3.0 Who to contact

### 3.1 Education Department

A scheme of this kind requires careful liaison with a number of agencies. In the first instance, you should contact your Local Education Authority, outlining the scheme. The scheme can not go ahead without Education Authority approval.

### 3.2 The School

The scheme will require the approval of the head teachers involved. Whilst the benefits of the scheme for children's traffic safety are obvious, it may be helpful to highlight a number of other advantages when discussing the scheme with the school.

- **Headteachers will wish to be assured that the Education Authority has approved the scheme in principle.**  
*Such approval should have been obtained before your visit to the school and documentary evidence should be available;*
- **Explain that the scheme compliments the Scottish National Curriculum and 5-14 National Guidelines and the National Curriculum Attainment Targets in England and Wales. Also explain that Kerbcraft links to the Every Child Matters agenda (Staying Safe Outcome).**  
*Kerbcraft also addresses more general educational objectives (e.g. group-working; listening skills; observation skills);*
- **Kerbcraft is complimentary to a 'whole school' health promotion ethos and can provide evidence of healthy activities and community participation relating to health targets/awards such as the National Healthy Schools Standard and OFSTED/HMIE process;**
- **Stress that the scheme encourages parents to come in to the school and will help foster good relations with the school more generally;**
- **Be prepared to specify start and end dates for the different parts of the programme.**  
*Be prepared to consider alternatives in light of your discussion. Bear in mind that head teachers may refuse to disrupt children when they are settling in to school (Reception Year/Primary 1) or when they are preparing for SATS tests (Year 2 in England and Wales);*
- **Indicate the classes in which training will take place and the approximate number of children who will be involved.**  
*This will depend on the number of volunteers recruited, but an indication of your intentions should be given. Normally you would aim to train all children in the relevant class, following them into the next school year if required. Thus in England and Wales, training would involve all children in Reception Year (going into Yr 1) or Year 1 (going into Yr 2). In Scotland, this would involve Primary 1 (P1) children, following them into Primary 2 (P2) if required;*
- **Explain that children will normally only be out of the class for one half hour session per week.**  
*Giving class teachers adequate warning of training sessions will allow them to reorganise their lesson plan for that morning/afternoon and minimise the overall disruption to the class. Teachers' feedback from the national pilot evaluation indicates that it can be advantageous for teachers to have some children out of the classroom as it allows them time to focus on quiet tasks (like reading) with smaller groups of children;*
- **Explain that sessions will usually take place on one morning or afternoon per week.**  
*This minimises disruption to normal classroom activities. Some head teachers may want to stipulate afternoon training sessions only to avoid disrupting core teaching for numeracy and literacy in the morning. However, recent changes to the national curriculum (in England & Wales) have increased flexibility and non-classroom activities can now be more easily integrated into the school day;*
- **Indicate what facilities you would like for volunteers and if the school could supply tea/coffee etc.**  
*Many scheme managers choose to provide their own refreshments, but it is very helpful to have some space to meet with volunteers and access to a kettle and crockery somewhere in the school;*
- **Take the opportunity to ask the head teacher about possible volunteers;**  
*Most schools will have a group of parents who help out regularly with school activities and head teachers*

will often know of other parents/school staff who may be available. Remember to introduce new volunteers to teaching staff, so that they are known when they appear in school for training.

### 3.3 Road Safety Officers

- **Clarify how the scheme relates to other road safety activities planned for the target area.**  
*It is assumed that the majority of managers running this scheme will be Road Safety Officers (RSO's) employed by the local authority who will be familiar with the authority's plan. If not, the manager should discuss with the RSO how the scheme can be integrated with existing provision. Remember, the scheme is not intended to be an alternative to the authority's usual provision;*
- **Consider the implications for children's future road safety education.**  
*Children who have undergone the programme will have a different (hopefully better) understanding of road safety than equivalent children who have not. The curriculum they receive in the future may need to be adjusted to take account of this;*
- **The manager must maintain close liaison with the RSO who has responsibility for the area in which the scheme is situated (if this is not the manager).**  
*The scheme should be discussed at an early stage and the RSO should be kept informed of developments throughout the life of the scheme.*

### 3.4 Police Liaison

Managers should ensure that the local police are fully informed about the scheme. Since it involves large numbers of children, moving around the area over a prolonged period, they should certainly know what is going on.

### 3.5 Voluntary Agencies

The staff from any voluntary organisations that happen to be active in the area are often an excellent source of information and can be particularly helpful in tackling the problem of volunteer recruitment. Since they typically know a great deal about the area, it is worth making contact with such organisations at an early stage.

## 4.0 Setting up the Scheme

### 4.1 The School

#### 4.1.1 The Trainees

The programme is designed for use with children between the ages of 5 and 7 years and could be introduced from Term 2 of the child's first school year. However, the precise chronological age at which children start the programme is not critical. What is more important is that the training should be progressive. For example, in setting up the programme for the first time there is no reason why, if you have sufficient numbers of volunteers, it should not be introduced to Year 1 as well as Reception children (P2 as well as P1 in Scotland). However, this should not be used as an excuse for delaying the introduction of the programme to younger children. Indeed, practical training methods are even more important with younger children than with older ones. For this reason, the programme should be introduced as early as possible so that a solid foundation is established at an early age from which other aspects of road safety education can develop.

#### 4.1.2 Head teachers and class teachers

Headteachers will have to be consulted at a very early stage, and this is discussed in Section 3.2. Once the agreement of head and class teachers has been secured, it is essential that they be kept fully informed about what is planned and about any changes that are introduced.

- **Ensure that class teachers know what the timetabling arrangements are, and who will be taking the children out on different days.**  
*Make up a timetable of individual volunteer commitments in each school which can be updated whenever adjustments are made.*
- **It is a good idea to make a wall chart showing the names of all volunteers in the school, the children allocated to each volunteer, and the days on which individual volunteers will be in the school.**
- **It may also be appropriate to have a register which volunteers sign each time they come in and on which changes to the usual procedure can be logged.**  
*(eg, where a volunteer is absent and the children*



*miss a session which must be made up later; or where the children are temporarily reallocated to other volunteers to make up for a volunteer's absence; or where a child is absent and must make up a session later – this often happens). Make sure there is an up-to-date log of events on a day-to-day basis so that both you and the school are fully informed about what is going on.*

#### 4.1.3 Liaison with parents

**Consent forms and Information leaflets (Resource Materials 2 and 3) must be sent to parents/guardians of all children in the classes targeted for training.**

It is essential that permission be obtained from parents/guardians whenever children are to become involved in out-of-school activities. These should ideally be of the 'opt-in' variety where the parent/guardian must sign to give positive consent. These forms remain valid only for the duration of one school year and should be renewed at the start of each new school year.

### Important

It is vital that parents do not get the impression that their children are being trained for immediate independent travel and can be permitted greater freedom on the roads once they have completed the programme. It must be stressed in all correspondence that the training is part of a longterm process that eventually will help the child to become an independent pedestrian. Parents must be informed repeatedly that their child should continue to be accompanied at all times, in accordance with government guidelines. This point must be stressed in all correspondence with parents. Do not under any circumstances issue children with certificates implying that they have 'passed' the course: such documents are easily misinterpreted as a licence to engage in independent travel, by both children and their parents.

## 4.2 The volunteers

### 4.2.1 Recruiting volunteers

Since the scheme's success or failure hinges on the manager's ability to recruit and motivate a group of trainers, a substantial effort must be devoted to this. The following approach should prove fruitful.

- **Approach the headteachers of participating schools.**

*This should be your starting point, since headteachers often know a large number of parents personally and some may already be active in other school activities. It is also desirable (especially at the start of the scheme) to have a core of volunteers who are already known to the school, since headteachers will have to be satisfied that the volunteers are competent to take the children out. Members of the School Board/Governing Body may also be able to recommend people – or may even be willing to participate themselves! Within the national pilot project, many scheme managers also recruited volunteer trainers from other staff within the school such as classroom assistants; dinner ladies; school crossing patrollers and playground supervisors;*

- **Send letters to the parents of target children.**  
*Well before training begins, you must send a letter to parents of children in the target year groups, informing them of the scheme and requesting their consent for their children to take part. This can be accompanied by a request for volunteers. Enclosing an information leaflet may help. Examples of correspondence are contained in Part 4;*

- **Send letters to all parents in the school.**  
*If the above methods do not provide a sufficiently large number of volunteers, then letters can be sent to all parents in the school. Although parents whose own children are in the target years are the obvious ones to approach in the first instance, parents with older children in the school will often volunteer as well;*

- **Target grandparents of children in the schools;**

- **Approach voluntary organisations and other community groups.**

*If the manager has experience of working in the area, then s/he may already have access to a*

network of local 'community activists' who might be willing to help. If not, a first step should be to get to know who these local activists are, irrespective of the fields in which they are currently active. Those who are active in one field are often willing to become involved in another. The Project Workers from voluntary organisations or other community groups are a source of invaluable information in this regard. You should make an effort to meet such people at an early stage;

- **Contact the local Volunteer Centre.**  
If there is one in your area, the centre may be able to put you in contact with suitable volunteers. They will also be able to give advice and information on how to recruit volunteers in the specific area;
- **Other sources of volunteer trainers.**  
Findings from the national pilot show that many scheme co-ordinators recruited volunteers from outside the school / immediate community. Sources included: local college students; off-duty local Fire and Rescue and Police officers and employees on release from local factories, supermarkets and retailers who have a community participation policy. Bear in mind that any new volunteer should be approved by the head teacher prior to beginning training with the children;
- **Distribute posters and leaflets.**  
Good locations are schools, the local Health Centre, Community Centre, Library, and the offices of any community or voluntary organisations that are active in the area. Be sure to clearly specify a contact name, address and telephone number;
- **Seek media coverage in the local press.**  
If there is a local newspaper or freesheet, they may be willing to run a feature promoting the scheme. This makes for good public relations in general, but it also provides a means of attracting volunteers. Local radio stations may also offer the scheme publicity, for example by interviewing the manager on one of their diary programmes. The media often show considerable interest in schemes of this type which have obvious human interest, and frequently take a very sympathetic line to them. It is worth capitalising on this interest which costs nothing and may produce significant returns.

## Real Kerbcraft Experiences

In the majority of Kerbcraft schemes, the first few recruitment methods listed here generated sufficient numbers of volunteers to begin training in most schools. Once schemes were up and running, volunteer numbers often increased as a result of 'word of mouth' across the school and community, with existing volunteers introducing friends and relatives to the scheme. There is therefore much to be said for getting the scheme up and running, even if volunteer numbers are initially less than you hoped for.

### Possible recruitment problems

The most likely problem that will arise in the initial stages is that more recruits will be found in some schools than in others. There may even be a surfeit in some schools whilst managers have difficulty recruiting even one volunteer in others. The best strategy in these cases is to get the programme started in those schools where there are adequate numbers of volunteers, and to work on building up the numbers in the remainder.

Across the national pilot there were schemes where volunteers were happy to train children in more than one school. However, many parents may be reluctant to do this as their commitment tends to be towards the school in which their own child is a pupil.



#### 4.2.2 Qualities required in volunteers

In assessing candidates' suitability, the following characteristics (not in order of priority) may be considered desirable. Volunteers should possess as many of the qualities as possible.

- **ability to carry out the training in a satisfactory manner;**
- **ability to communicate effectively with children;**
- **experience of working with children;**
- **friendly disposition and even temperament;**
- **reliability;**
- **understanding of road use and traffic awareness;**
- **health and fitness (especially sight and hearing).**

#### 4.2.3 Criminal Record Bureau and Disclosure Scotland Checks

Legislation covered by the Police Act (part V) 1997; Protection of Children Act 1999 and Protection of Vulnerable Groups Act (Scotland) 2007 stipulates that those working with children and vulnerable adults must complete a criminal record check through either the Criminal Records Bureau (England & Wales) or Disclosure Scotland. This means that both scheme co-ordinators and volunteer trainers must complete a criminal record check to ensure that they are suitable to work directly with children. Scheme managers/co-ordinators and volunteers should apply for an 'Enhanced Check' in order to provide a suitable level of coverage - checks should be free for volunteers. As your Kerbcraft scheme will not be registered, you should submit your checks through your local authority. Contact the

'registered signatory' within your local authority and submit all checks through that person (they can usually be found in the Personnel/HR departments or within the Local Education Authority).

These checks require a range of different types of personal identification and can be confusing to complete, thus it would be wise to inform prospective volunteers about what is required early on in the recruitment process and to set aside time to assist volunteers in completing their forms, should they require some help. Managers should also note that these checks can take some time to process (2-3 weeks on average) and that most schools / local authorities will not allow training to commence until each volunteer has received clearance. More information is available from the following websites:

- *Criminal Records Bureau - [www.crb.gov.uk](http://www.crb.gov.uk) (England and Wales);*
- *Disclosure Scotland - [www.disclosurescotland.co.uk](http://www.disclosurescotland.co.uk) (Scotland).*

#### 4.2.4 Introductory meeting

Once you have recruited a group of volunteers, your first action should be to invite them to a short meeting in their school. The following points should be clarified:

- **Introduce staff and outline very briefly the aims of the scheme;**
- **Reassure volunteers that the training will be within their capabilities and that they themselves will receive proper training;**
- **Remind them of the required time commitment (one hour at a designated time each week). Each skill will last either four or six weeks (this depends on the skill);**

## Real Kerbcraft Experiences

The volunteers involved in Kerbcraft schemes all over the UK came from a wide variety of backgrounds and had a great range of different skills and personalities. Many of them had no 'formal' qualifications or experience of working with children, other than through being parents themselves. Others were professional people who had time to dedicate towards a community activity and some were the grandparents of children being trained. Whatever their background and motivation for participating, the critical factor was the quality of training and subsequent support that they received from their Kerbcraft co-ordinators.

Not all volunteers who come forward for your scheme may be suited to training the children. Managers should satisfy themselves as to the suitability of volunteers by observing them during the volunteer training sessions. It may be prudent to inform volunteers at the outset that they may not be suited to roadside training. Managers should be able to find other roles for such volunteers (e.g. getting children ready to go out for training sessions) so that their commitment is not wasted. In reality, it is likely you will find that the vast majority of volunteers will make effective trainers.

- ***Make sure volunteers understand they will be responsible for up to three children outside the school and that they will be training at the roadside;***
- ***Try to arrange that children will be trained on the same day and at the same time each week, so as to minimise disruption of the school day;***
- ***Show volunteers the high visibility tops that they and the children will wear;***
- ***Some volunteers would prefer not to train their own children, as this can potentially lead to embarrassment / discipline problems during training. However, volunteers (or their children) may feel strongly about this (particularly if the child has behaviour or learning difficulties), so it may be best to remain flexible on this issue and make individual arrangements where necessary;***
- ***Hand out Personal Details forms and ask for them to be returned promptly (if not immediately). Be aware that parent and child surnames can differ, so make sure that children are/are not allocated to their parents for training as required;***
- ***Give out CRB / Disclosure Scotland forms and ask for them to be returned by a specific date. If you have decided to set aside some time to assist volunteers in completing their forms, agree a suitable time and date with your volunteers;***
- ***Be sure to leave plenty of time to deal with questions and anxieties;***
- ***Arrange a suitable date and time for the Volunteer Training Course. Remember that a morning session will allow more time than one arranged for the afternoon.***

## Real Kerbcraft Experiences

In Drumchapel, and across the national pilot, the best time for a short introductory meeting was 15-20 minutes before the end of the school day. Since many parents will be coming to collect their children, this is much more convenient than a meeting organised during the day. Another possibility would be immediately after children are dropped off in the morning.

It is particularly important to reassure volunteers that the training will be within their capabilities and that the volunteer training course will fully prepare them for it. If it is possible to obtain the assistance of a volunteer who has already taken part in the scheme, bring them along: they will work wonders in instilling confidence in prospective trainers. Obviously, this will not be possible the first time the scheme is run.

In arranging a time for the child training sessions (which must be agreed between volunteers, class teachers and the head teacher), do your best to arrange the same times every week. We found that either 9.00am (when parents are dropping their children off at the school) or immediately after lunch seemed to suit people best.



#### 4.2.5 Possible concerns at the introductory meeting

- **Training does not have to be scheduled at exactly weekly intervals.**  
*Up to two sessions per week could be run, in which case the training for one skill could be completed in 2-3 weeks. If you have more than one scheme manager available, then an extra session could easily be run each week. However, it is advisable not to run more than two sessions per week;*
- **A session could be delayed for up to a week, if the volunteer will be temporarily unavailable.**  
*This would spread the training over a longer period. However, do not run sessions any less frequently than once a fortnight;*
- **A shorter programme of at least 4 training sessions could be run.**  
*Children will still derive benefit from such a programme, though not as much as from the full programme. Do not schedule fewer than 4 sessions, as the benefits will be much less;*
- **You must ensure that you have an agreed policy with the school on what to do in case of bad weather.**

### 4.3 Administration

#### 4.3.1 Risk assessment

The Management of Health and Safety at Work Regulations require risk assessment procedures to be carried out before embarking on the programme. The Manager will have to assess the extent and nature of the risks involved in the different phases and stages of the programme and make arrangements to control for any significant risks that are identified.

It should be remembered that the risks may vary significantly from one part of the programme to another and can vary within a single route as a result of changes in weather conditions, lighting, traffic volumes, and so on. This should be taken into account in conducting the assessment and regular reassessments should be carried out. Both the training procedures and the individual training sites and routes must be assessed.

Possible risks to trainees should also be considered. Do parents, for example, have an accurate impression of the child's abilities as a result of completing the programme? Have steps been taken to ensure that this is realistic?

### Real Kerbcraft Experiences

Even in the wettest parts of the country, it was surprising how infrequently sessions had to be postponed because of the weather. However, you will need a clear policy on what to do in these cases. Each school will have its own policy on whether children are allowed outside in wet weather, so it is best to consult school staff about whether to 'train in the rain' in each instance. Most co-ordinators across the national pilot developed indoor activities which they could run with the children in bad weather. These did not replace an outdoor Kerbcraft session, but were often useful in reminding children of general road safety messages and allowed class teachers to maintain the lesson plan they had arranged for that morning/afternoon, when children would be in and out of the classroom for training. This also meant that volunteers who had turned up for Kerbcraft training had not entirely wasted their time in coming.

Local authorities will have their own arrangements in regard to Risk Assessment and managers should contact the person responsible for the Health and Safety Policy of the local authority to seek advice and guidance on the policy and procedures that have been adopted. Managers may also wish to consult the national guidelines on Teaching Children to be Safer Pedestrians published by RoSPA. This includes an example of risk assessment which may be found useful.

#### 4.3.2 Insurance matters

The manager should be familiar with the local authority's (or other organisation's) insurance/indemnity cover. The extent and nature of the cover should be made clear to trainers and parents. An appropriate public liability insurance policy that provides indemnity for the trainers and organising officers/managers against legal liabilities from third party claims must be in force. The policy should apply to all the activities that are conducted during the training programme.

The Insurance Company may need to be satisfied that the training course for trainers and other safety arrangements are acceptable. It would be wise to contact the Insurance Company directly about the proposed scheme and obtain confirmation in writing of the cover that is in place.

It may be that Personal Accident Insurance is available to trainers and/or trainees through the local authority, possibly as an option. All trainers should be advised of their circumstances regarding personal accident insurance.

### 4.3.3 Equipment

- Both volunteers and children should wear **high visibility clothing** whilst out of the school. Tabards for children and coats for volunteers made from a fluorescent and reflective material would be ideal. It would be appropriate to emblazon them with an appropriate logo. In addition to alerting drivers, the tops act as a form of scheme advertising. This might even help recruit volunteers;
- Have **volunteer identification badges** made, or some other form of identification. This will be particularly useful in defending against the possibility of unauthorised individuals entering the school claiming to be volunteers;
- **Volunteer handbooks** will be required for each skill. Example copies of these can be found in Part 4 of this manual. These can be adapted to show local information such as route maps and photographs, carry a scheme logo or be reduced to pocket-size for volunteers convenience;
- **Site & Route map**;
- **Behaviour checklists**.

## Real Kerbcraft Experiences

In the early Drumchapel pilot, volunteers were given **clipboards** to hold the **route and site map** of the day and the **Behaviour Check Lists** used in training, together with the training manual. This also had a pen attached in order that volunteers could complete the behaviour checklists and make notes on children's performance. In the later national pilot, these materials were often made into pocket-sized information cards or were completed on volunteers' return to school. Site and route maps and information were often displayed in school on large posters prior to training beginning for the day. This negated the use of a clipboard and reduced the materials that volunteers had to carry with them during training. Volunteers and co-ordinators did however find it useful to keep handy a pocket-sized card or booklet with training tips (specific to each skill) while out with the children.

### 4.3.4 Paperwork

Sample letters, forms and other relevant paperwork can be found in **Part 4: Other Resource Materials**.

## 5.0 Volunteer Training

### 5.1 Training the volunteers

The volunteer training courses are organised in each participating school and involve volunteers observing good teaching practice and then trying to emulate that practice under the scrutiny of scheme staff. The procedure is that staff demonstrate the teaching strategy by actually working with children at the roadside. The volunteers are then individually required to practice with a child (or group of children) themselves. This provides them with hands-on experience of carrying out the training together with feedback from the children, scheme staff and other volunteers.

There are additional support materials available to assist scheme managers in training volunteers. These include a *Volunteer Training Video/DVD* which shows examples of training for each skill in practice at the roadside and explains the focus of each aspect of the three Kerbcraft skills. There is also useful information on training volunteers in the *Co-ordinator Support Pack* which provides tips and advice for running successful training sessions using the video/DVD.

- *Separate courses must be devised for each of the three skills;*
- *Each course should last approximately half a day (about three hours);*
- *The courses should be run separately in each participating school;*
- *The number of volunteers on each course should ideally be limited to a maximum of six (in order that they have enough opportunity to practice). This means that more than one course may be needed in each school;*
- *Where volunteers are unable to attend their training session, try to spend some time with them prior to working with the children, to explain the skill to be taught and provide some roadside experience. Volunteers from the national pilot reported that they found these training sessions vital in preparing them for training children properly at the roadside;*
- *Detailed advice on the content and structure of each course is given in Part 2 of this manual.*

## 5.2 Preparation

- *Although training varies from skill to skill, there are many features that are common to all training phases. These are described in this section. Managers should therefore refer to this section when organising each of the three Volunteer Training Course;*
- *Draw up a programme in consultation with the volunteers and schools;*
- *Make sure volunteers know the date and time of the course;*
- *Schedule courses for the morning if possible. This will give you longer to run the course (you need about three hours). There is also the possibility of over-running, if necessary. This is not possible in the shorter afternoon session;*
- *Limit numbers on the course of a maximum of six. This is to make sure there is enough time for everyone to practise training;*
- *If it is to be held some time in the future, send volunteers a reminder letter;*
- *Arrange with the school for children to be available to assist in training;*
- *Organise accommodation for the course in each school and any special requirements (TV, video/DVD, etc);*
- *Arrange for tea, coffee and biscuits to be available;*
- *Have all the visual aids, volunteer handbooks, identification cards, hi-visibility clothing, clipboards, route maps, photos and local information, etc ready for use;*
- *Select sites near the school where you can take children and volunteers to practise;*
- *Ensure that you now have all the CRB/Disclosure Scotland checks and the Personal Details forms from your volunteers.*

## Real Kerbcraft Experiences

Although the prospect of practising with children in front of each other and the scheme manager might appear rather threatening, in practice volunteers greatly appreciated the experience gained in this way.

Where their efforts were (gently) evaluated by the manager, volunteers appeared to develop far more confidence in their ability to train than they might have done otherwise. In Drumchapel we suspect this had a considerable bearing on the reliability with which parents stuck to the task over the course of the programme. In the national pilot evaluation, volunteers reported that as a result of some practice time at the roadside, they were better able to appreciate traffic from a child's perspective; could relate the information from their volunteer handbook to a real road environment and were better able to understand the interactive approach of each skill.

## 5.3 The training session

### 5.3.1 Introduction

- *Outline the aims of the course;*
- *Explain the importance of the skill under consideration. Use accident data for the local area if any are available;*
- *Explain why the training has to be practical;*
- *Emphasise the critical role that the volunteers will play in providing this;*
- *Explain the principles underlying the training. In particular, emphasise why training should be 'indirect': with the trainers using prompts and suggestions to encourage the children to solve problems for themselves, rather than telling them 'directly' what is right and wrong in each situation;*
- *If you have an experienced volunteer, get them to comment on their experiences;*
- *Show your volunteers the relevant section from the Kerbcraft Volunteer Training Video/DVD - using the tips and handouts in the Co-ordinator Support Pack to draw volunteers attention to the key areas of the skill being trained;*
- *Allow plenty of time for questions and discussion.*

### 5.3.2 Roadside activities: illustrating the method

- *Demonstrate the method to parents so as to provide a model for them to try and emulate;*
- *Select two or three children and proceed to one of the test sites in the streets near the school (this depends on the skill);*
- *Demonstrate the training procedure, with volunteers observing discreetly. Explain all procedures loudly and clearly so that the volunteers will hear. It may be helpful to encourage volunteers to take notes, but do not do this if you think it might make the situation appear too formal;*
- *Start with a relatively simple example of the skill under consideration, then move on to more complex ones. Try and visit three sites if possible;*
- *Take the children back to the classroom and then open discussion.*

### 5.3.3 Roadside activities: volunteer practice

- *Normally, you would allocate two or three children to each volunteer. However, if you are short on time or have a very large number of volunteers, you may want to allocate just one child to each volunteer in order to manage the whole group at the roadside more easily. The main thing here is for the volunteers to get some idea of the practicalities of training in each skill with 'real live children' - where to stand, what to say; what to focus on etc.;*
- *Proceed to a test site. Ensure that at all times volunteers hold the child's hand;*
- *It will be easier for the volunteers if you visit the same site as before, because they will have already observed you in those contexts;*
- *Ask one of the volunteers to carry out the training, while the others observe. Take a note of strong/weak points for discussion later. Keep the atmosphere 'light' - this should be fun for the volunteers with the focus on building confidence and self-esteem;*
- *Move to the second site and enlist a different volunteer. Proceed as before;*
- *Continue until all volunteers have had an opportunity to train a child;*

- *If you think that some of the volunteers would benefit from further practice (or there is time), offer them the opportunity to try again;*
- *Return to the school.*

### 5.3.4 Debriefing discussion

- *Regroup in the school to discuss the problems encountered and how the trainers dealt/might have dealt with them;*
- *Show volunteers the Behaviour Check List (**Resource Materials 11 – 13**) and explain how to use it. This is discussed in detail in Part 2;*
- *Make sure tea, coffee & biscuits are available. Volunteers might feel in need of them!*
- *If more time is available (or the afternoon is free) you could schedule remedial sessions if you feel this is necessary.*

## Real Kerbcraft Experiences

Throughout the national pilot most volunteers were pleasantly surprised at how well they got on during practice sessions at the roadside. Parents will already have experience of working with children by virtue of being parents, and training should provide plenty of information and practice for those who are not parents. Once all volunteers have received guidance as to what they are trying to achieve and why, they usually turn out to be pretty adept at finding ways of implementing the main ideas. Managers should ensure that any criticisms are constructive and non-threatening to the individuals concerned and the focus of training should be firmly on building confidence and self-esteem. The session should be reflective but light-hearted and the group should be sympathetic and mutually supportive of each other. Individuals of a hyper-critical disposition are likely to make poor volunteers, thus it might be best to discourage those who display such characteristics at an early stage.



## 5.4 At the end of the course

- Give parents the Volunteer Handbook;
- Make sure all volunteers have an Identification Badge;
- Ensure they have contact details;
- Make sure you have all the Volunteer Personal Details Forms (**Resource Materials 6**) and use them to compile a Volunteer List (**Resource Materials 7**) and Child/Volunteer Allocation List (**Resource Materials 8**);
- Ensure all the CRB/Disclosure Scotland check forms have been completed and sent for processing. Clearance must be given for the scheme manager and all volunteers before training with the children can start;
- Issue copies of the Training Schedule, Volunteer Personal Details Forms, Volunteer List and Allocation List (**Resource Materials 5, 6, 7 and 8**) to the headteacher and class teacher(s) so they will know who to expect and when. It may be sensible to display the Training Schedule as a wallchart, so that the programme activities can be seen at a glance;
- Organise the children's training sessions such that training in each school takes place on a different day (across morning and afternoon sessions). This will enable scheme managers to attend all training sessions in every school should this level of support be required;
- Ensure that volunteers know where to go at the start of each session to collect tabards, clipboards, etc.



## Real Kerbcraft Experiences

Local authorities will have their own rules regarding the ratio of children to adults permitted on journeys outside school and managers may wish to consult these in making decisions about group size. Across the training programme, the ratio varied according to the skill and the conditions of training. In the case of safe places and junction training (in which the children make roadside judgements but are not required to cross as part of the training), we used a group size of three children to one adult. This seemed sufficiently small to enable volunteers to maintain children's safety, whilst being large enough to facilitate the all important interaction between the children during training. In the case of parked car training children were taught in pairs, mainly because crossing the road was part of the training. By holding each child's hand as they did so, trainers exercised greater control than would be possible with a larger number of children. Note that the timetabling described in Part 2 is based on these ratios.

## 5.5 Working ratios

- For safe places and junction training, children may be trained in groups of three;
- For parked car training, children should be trained in pairs.

## 5.6 Supervision, monitoring and social support

Monitoring and supervision are essential to the success of the scheme, particularly in the early stages. You may find, depending on the nature of schools and volunteers you are working with, that you need to attend every training session in some schools. This may be because the school requires that the scheme manager supervise training, or that some new volunteers feel they need support while at the roadside every week.

As the training progresses and volunteers become more experienced, managers may decide to reduce their attendance at training sessions. Similarly, those volunteers who took part in earlier training phases will require less support and supervision. This flexibility allows managers to concentrate their attention on those most in need of support, or on recruiting in schools where there are as yet no volunteer trainers. It should be noted however, that the primary role of the scheme manager is to support and manage volunteers in delivering quality Kerbcraft training to children in their school.

- *Arrange for end-of-session tea and coffee facilities to be available in each school;*
- *Join volunteers over tea and biscuits in the school as often as possible;*
- *When attending training sessions, remain visible and approachable while at the roadside. In doing this you will be able to observe volunteers training children and volunteers will be able to approach you for advice and guidance with training if required;*
- *Keep a record of any positive and negative comments or suggestions made by volunteers and schools staff regarding training and record any actions taken as a result;*
- *Arrange a more substantial get-together at the end of each training-phase, or at the end of the school term.*

## Real Kerbcraft Experiences

As mentioned previously, managers should both attend roadside training sessions and join volunteers as often as possible for a chat over tea and biscuits after training. Across all the Kerbcraft pilot schemes, these end-of-session meetings proved invaluable in enabling volunteers to get to know each other and the scheme manager. They also provided the opportunity to deal with questions and problems encountered during training. The good relations and club-like atmosphere that resulted from these informal sessions were vital to the long-term success of pilot schemes in both Drumchapel and across the UK. If volunteers enjoy working with the children, feel confident in their ability to do so, and get on with both staff and other volunteers, then the sessions become a pleasure. Once volunteers know the scheme staff better, it is also much more likely that they will take the initiative in making contact, for example by telephoning to discuss difficulties they may be having. Where volunteers do not know the staff well, they are much less likely to make such contact. Establishing cordial relations and a club-like atmosphere about the enterprise should therefore be a major aim of the manager. We also found that this increased the chances of some trainers volunteering for the next part of the course.

The importance of providing adequate and flexible support for volunteers cannot be over-emphasised: managers must not simply leave volunteers to 'get on with it' once the training course is over. The national pilot evaluation showed that the biggest motivator for volunteers was the feeling of being valued that they received from co-ordinators and school staff and this can only be encouraged by the scheme manager being around to develop a strong personal relationship with all those involved in the scheme.

Across all Kerbcraft schemes, managers found it extremely worthwhile to arrange a more substantial get-together from time to time: this took a variety of forms including evenings out; lunch at a local hotel or an informal buffet held in the school or local community centre. Depending on the preferences of the school and volunteers, these social events were held both for volunteers from individual schools and for all volunteers involved across a number of schools within a local authority. If you happen to be working with a number of schools from within the one community, it may be advantageous to hold one larger event for everyone, as this will ensure that volunteers from different schools get to know each other. Many managers also held a more formal Volunteer Christmas Party as a way of thanking volunteers for their support over the previous year. These events were greatly appreciated, making the volunteers feel valued and demonstrating the value that the staff placed on volunteers' contribution.



KERBCRAFT MANUAL

## Part Two: Training Volunteers in the Kerbcraft Skills



## 6.0 Choosing Safe Places and Routes to Cross the Road

### 6.1 Aims

This section of the manual covers all the practical activities for each of the three Kerbcraft skills. You will find a detailed description of the training rationale; the preparation required and the key points for training. Also included in this section is advice on when and how to monitor the children's progress during training.

Therefore the aim of this section is to:

- *teach children how to recognise dangerous roadside locations where crossing should not be attempted (or where a special strategy is needed);*
- *teach children how to find safer routes that avoid such locations;*
- *teach children how to choose routes that reduce their exposure to traffic;*
- *increase children's conceptual understanding so that they will be able to deal flexibly with a wide range of situations.*

### 6.2 Rationale

Child pedestrian accidents tend to cluster around common road structures such as junctions, bends, the brow of hills, and visual obstructions such as bushes, hedges, parked vehicles, etc. Such features are especially dangerous where they are combined (eg a parked vehicle on a sharp bend). However, children under the age of 9 show little understanding of these dangers, judging the safety of a location primarily on the basis of whether they can see vehicles on the road. If none can be seen, children tend to judge the site to be safe. They fail to realise that many roadside locations are dangerous precisely because vehicles cannot be seen there.

They also tend to assume that the most direct route to their destination is safest, and will often walk diagonally across the road to reach it. This can even happen at crossroads or staggered junctions. They justify this by arguing that they are going 'straight across the road' – an obvious misinterpretation of common advice to young children. The purpose of training is to improve children's conceptual understanding to that they are less likely to make such errors.

### 6.3 Preparation – route and site selection

- *Locate a number of sites within easy walking distance of the school;*
- *Good sites might include:*
  - parked vehicles – use different ones on different occasions;***
  - hedges, bushes, fences, or other obscuring 'street furniture';***
  - brows of hill (if there are any in the area);***
  - bends;***
  - intersections – staggered T-junctions, crossroads, etc.***



*Other obstructions can block children's view of approaching traffic*

- *Organise the sites into 'routes' leading from and back to the school. Each route should have about three sites. At each site, it should be possible to present four problems for children to solve;*
- *If possible, ensure the sites on any route are not too similar. A good route might include a sharp bend, an intersection and parked vehicles;*
- *If possible, make several routes (so that the children are not always trained at exactly the same sites);*
- *Make a map of each route (or mark several routes on a master map if this is possible). These will have to be distributed to volunteers;*
- *Try to keep the sites visited early in the programme relatively simple, reserving more complicated scenarios until later. For example, a site with two or more dangerous features might be best reserved until later in the course.*

## Real Kerbcraft Experiences

For each school, we needed several routes so that trainers did not find themselves queuing up at the test sites. It is also important that the children do not spend six weeks visiting the same three locations over and over. The aim of the programme is to promote conceptual understanding so that the children learn to deduce what makes many different kinds of situation dangerous, not just those specifically encountered during training sessions. The larger the number of training sites and the more varied their character, the better the chance that the child will grasp the underlying principles that apply to all of them, rather than just learn to give the 'right' answers at often visited and well remembered locations.

All Kerbcraft managers found it impossible to visit completely different sites on every occasion, but were able to construct routes that linked different sites on different days. Even if the environment surrounding the school provides very little variety, try to make the best of the training locations that are available to you. For example, a particular site might be visited on weeks 1, 3 and 5 and combined with different sites each time. Mixing and matching in this way helps to maintain children's interest and greatly broadens every child's experience, thereby increasing their ability to generalise from one situation to another. This is, of course, the fundamental aim of training.

More detailed information on how to deal with difficult training locations for each skill can be found in the Kerbcraft Co-ordinator Support Pack.

### 6.4 The 'choosing safe places to cross' training programme – key points

*know how to find safer ones. The course is designed to help them learn how to do so.*

#### 6.4.1 Introduction

- *Explain that many common roadside locations are intrinsically dangerous because:  
they obscure the child's view of traffic;  
traffic movements may be too complex for the child to deal with.*
- *Discuss examples such as those contained in the Resource Materials (or make your own set of slides);*
- *Explain that children often choose to cross diagonally, saying they are going 'straight across the road'. Give examples of this and other routes using the materials in the 'Choosing safe places and routes' Volunteer Training Handbook 1 (Part 3 of this manual: Handbook 1);*
- *Illustrate the difference between the child's eye and adult's eye view. The example taken at a parked car is especially striking (Volunteer Training Handbook 1);*
- *When visiting the roadside, get volunteers to bend down to child level. This will emphasise what the child can and cannot see;*
- *Explain that young children do not understand why these locations are dangerous and do not*

#### 6.4.2 Teaching method

The safe places training underlies the whole programme and must be tackled before the other two skills are introduced. However, it is in many ways the most challenging part of the programme. Trainers must take care that they develop the children's conceptual understanding and avoid instilling a set of rules. Use **Volunteer Training Handbook 1 'Choosing safe places and routes'** (found in Part 3 of this manual) and emphasise the following points:

- *Emphasise that the teaching must be **indirect**. Trainers must never simply tell the child that certain locations are dangerous. Instead, they must find ways to guide the child's thinking so that they **discover for themselves** why the site is dangerous;*
- *To do this, trainers should position the children beside a dangerous crossing place. Ask one of the children how they would cross to a destination on the other side (the destination must be off to one side, not directly across the road);*
- *Use the questioning sequence described in the training manual to illustrate the indirect nature of the questioning. Discuss how this guides the children's thinking but does not impose solutions on them (except as a last resort if they really get stuck). However, do not be too quick to tell*

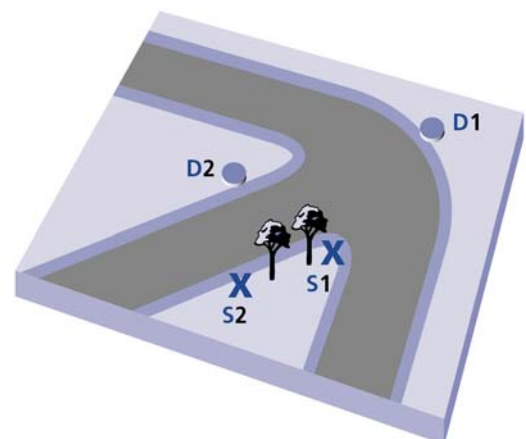
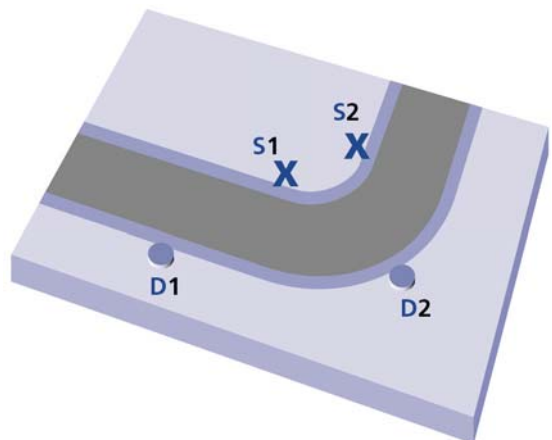
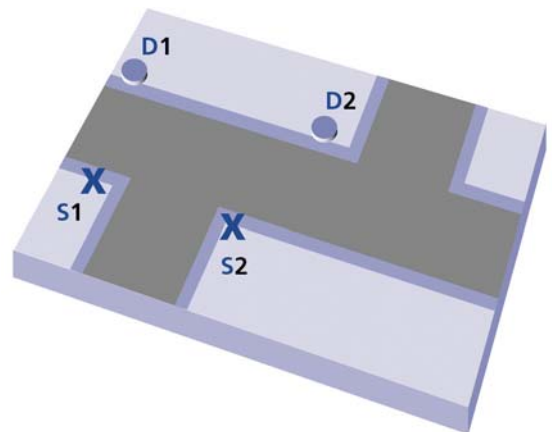
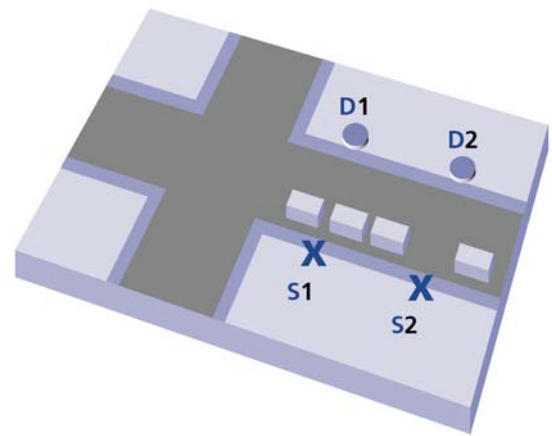
children the 'right answer';

- The children should be encouraged to discuss possible solutions amongst themselves, with the trainer intervening from time to time to get the conversation going in the right direction. This will be easier with groups of three rather than pairs of children';
- Emphasise that the children do not have to cross the road as part of the training for this skill. Children should describe the routes and take the trainer along the pavement to show them the more suitable position to cross from. However, if the next training site happens to be across the road, or the group need to cross the road to return to school, then the trainer can encourage the children to participate in deciding how and when it would be safe to cross;
- Trainers should keep changing the child who makes the basic judgements, using the other two as discussants. This means that all the children will get equal amounts of practice.

#### 6.4.3 How to select starting points and destinations for training

Managers should always pick 2 starting points and 2 destinations at each site for 'safe places' training. This means that children are given 4 different problems to solve without moving to a new location. These are how to find a safe route from S1 to D1; S1 to D2; S2 to D1; and S2 to D2. This can easily be arranged at different kinds of sites, as shown in the examples.

In choosing starting points and destinations, never place them directly across the road from each other. This is so that trainers can correct children who suggest walking diagonally across the road. However, do not separate the start and destination points by too much either, as this will also discourage children from suggesting a diagonal crossing. A separation of about 5 metres would be about right. Try to choose a destination that is meaningful, such as a gate, a particular house, a bush or a tree - if you're stuck, try using police cones/yellow tabards that you previously placed in position.



**S = starting point**  
**D = destination**

### 6.4.4 Roadside activities

You will have to demonstrate some of these principles at the roadside and give the volunteers practice at trying to emulate your example. This experience is critical because:

- *Your demonstration will provide a model for volunteers to emulate;*
- *It will allow you to demonstrate how questions should be formulated;*  
*For example, parents often ask closed questions, to which the only possible answer is 'yes' or 'no'. You must demonstrate how to ask 'open' questions which reveal the child's reasoning;*
- *It will provide examples of the kinds of things that children say and the kinds of replies that are appropriate;*
- *It will show how to get the children working co-operatively and how to avoid letting individuals become either dominant or passive.*

### 6.5 Monitoring progress

Co-ordinators will find it useful to monitor the progress of their scheme. This provides information which:

- *Allows managers to evaluate the quality of training delivered;*
- *Enables volunteers and managers to gauge the positive effects of training on children's behaviour, which can in turn boost volunteers self-confidence;*
- *Identify areas which children/volunteers find difficult so that adjustments can be made, for example by diverting more time to some aspects than others.*

To monitor progress, volunteers should complete one test record per child at the end of each session. At the last location of the session, volunteers should record the route proposed by each child. This should be done before the child receives any feedback. The record will show what the child is currently able to do alone (as opposed to what they can do when helped by others). In the early stages, it is likely that these routes will show weaknesses. However, as training progresses there should be a gradual improvement towards better routes and more thoughtful reasoning. The test records will therefore help volunteers gauge progress. They are also a useful source of information for monitoring sessions;

The test sheet can be found at the back of **Volunteer Training Handbook 1 'Choosing safe places and routes'** (Part 3 of this manual).



### 6.6 Final arrangements

- *Ensure each volunteer has a list of the children who have been assigned to them;*
- *Ensure they have a list of days and times when they will be training;*
- *Ensure they have the Volunteer Training Manual, test records and contact details of Scheme Staff;*
- *Distribute maps showing the routes and ensure volunteers have a list specifying which route they will follow on different days;*
- *Make a wall chart showing the routes assigned to each trainer on each day. Make sure this is permanently displayed in the school.*

## 7.0 Crossing Safely at Parked Cars

### 7.1 Aims

To equip volunteers to be able to:

- *teach children a strategy for crossing at parked cars where this is unavoidable;*
- *ensure that children understand the strategy and do not just rigidly follow rules;*
- *provide children with practical experience of using the strategy on real roads.*

### 7.2 Rationale

‘Choosing Safe Places and Routes’ provided a foundation for this part of the programme by teaching children to recognise the danger of visual obstructions such as parked vehicles. It also taught them how to go about finding safer crossing sites. However, it is often not possible to find locations that are free of parked cars. In these circumstances, it is essential that children learn a strategy that is safe to use where crossing at parked vehicles is unavoidable.

In doing so, it is critical that the children understand the reasoning behind the various elements of the strategy, otherwise they may simply learn to ‘go through the motions’ – a common problem when teaching young children. For this reason, the parked cars strategy is introduced only after the safe places part of the course in which these conceptual factors were emphasised. In addition, the teaching method is designed to stress conceptual as well as behavioural issues.

### 7.3 Preparation – route and site selection

- *Select suitable sites in the streets near the school where parked vehicles can regularly be found;*
- *The selected streets should be as quiet as possible so that there will be few disturbances from passing traffic;*
- *Construct a number of routes, each of which contains several sites. Allocate a different route to each trainer so as to spread them out. (You can also start trainers at opposite ends of a route.);*

- *Where at all possible, trainers should not visit the same sites every week. Varying routes and sites will aid the process of generalisation;*
- *Try to avoid locations where vehicles are parked close to other dangerous features, such as a sharp bend of junction. From the outer edge of the vehicle there should be a clear view up and down the road.*

### Real Kerbcraft Experiences

In an ideal Kerbcraft world, every manager will have a street or two close to the school which is always lined with parked cars. Unfortunately, this may not be the case at all schools. Where there are few or no suitable parked cars in streets nearby, many managers have run training sessions using their own car and/or cars belonging to school staff to create their own training location. These managers successfully persuaded teachers (and even local residents) to park their cars out along a street close by. When really stuck, some managers have even managed to work with just one car - getting trainers to take turns to go through the strategy with each pair of children.

### 7.4 The ‘crossing safely at parked cars’ training programme - key points

#### 7.4.1 Introduction

Explain that a very large proportion of child pedestrian accidents occur close to parked vehicles (use local statistics or information if available). This is because:

- *Parked vehicles obscure the child’s view of traffic;*
- *They obscure the driver’s view of the child;*
- *The child does not appreciate the danger (refer to “Choosing safe places to cross”).*

*Children and trainer look for traffic at sightline between cars*

#### 7.4.2 Teaching method

- *The Volunteer Training Manual should be used (Part 3: Volunteer Training Handbook 2). The following points should be noted:*
- *Children will now cross the road as part of the training (whilst holding the trainer’s hands);*
- *For this reason, only two children will be taken out at a time;*
- *Only four training sessions are required, run at*



*approximately weekly intervals;*

The training procedure involves four phases:

### 1. Modelling the behaviour

In this stage, volunteers model (ie demonstrate) the behaviour for the children, whilst carefully explaining why they are carrying out the various elements.

### 2. Practicing together

The children will then try to go through the procedure correctly together, whilst the trainer helps them with appropriate prompts and corrections. The children must also say out loud what they are doing and why. The verbalisation is critical in facilitating learning. Try to encourage both children to participate equally at this phase of the session.



### 3. Practicing alone

Each child then takes a turn to go through each step of the procedure without any help from the volunteer trainer (or the other child). This phase is very important because it separates what every child can do alone from what s/he can do in co-operation with a more experienced helper. It also enables the trainer to monitor every child's progress on an ongoing basis.

- *At the end of each 'practicing alone' attempt, each child's performance is scored using a behaviour checklist - shown at the back of **Volunteer Training Handbook 2 'Crossing safely at parked cars'** (Part 3 of this manual);*
- *'Practise alone' does not mean the child crosses the road alone. Both children cross with the trainer at all times, one attempting to follow the procedure with the other observing. One child is never, under any circumstances, left alone at the roadside whilst the trainer crosses with the other;*

- *If a vehicle should approach when you are at the line of sight, take a step back until it has passed, then step forward to the line of sight again and continue. If several cars should appear, it might be best to abandon the trial. Start again from the beginning when there is less traffic around;*
- *Each child should have an opportunity to lead the group through the steps of the procedure alone (phase 3), so that both children get an equal amount of practice time on each session.*

### 4. The Right Way

Finally, right at the end of the session, before returning to school, volunteers model the correct procedure for the children once again. As they do so, they explain what they are doing and why. This is particularly important as it gives the children a final chance to see the 'right way' to cross between parked cars at the end of each session.

#### 7.4.3 Roadside activities

- *Demonstrate the procedure described in the Volunteer Training Manual;*
- *Get volunteers to practise the training as you observe;*
- *Discuss any problems with the volunteers at the debriefing session.*

## 7.5 Monitoring progress

- *As in Phase 1, volunteers must have some means of monitoring their own progress;*
- *To do this volunteers should complete one test record per child at the end of each session using the Behaviour Check List shown in **Resource Materials 12**.*

This allows volunteers to tick off those behaviours which the child demonstrates correctly when performing alone. The change in pattern as training progresses reflects the child's progress and highlights areas of difficulty where remedial action might be necessary. The records also provide a useful source of information for staff.

## 7.6 Final arrangements

- *Ensure each volunteer has a list of the children who have been assigned to them;*
- *Ensure they have a list of days and times when they will be training;*
- *Ensure they have the Volunteer Training Manual, Behaviour Check Lists and contact details of Scheme Staff;*
- *Distribute maps showing the training routes and ensure volunteers have a list specifying which ones they will be following on different days;*
- *Make a wall chart showing the routes assigned to each trainer on each day. Make sure this is permanently displayed in the school.*

### Real Kerbcraft Experiences

Managers in the national pilot found that the parked cars training procedure was much less difficult for volunteers to use than the one used in safe place finding and that fewer sessions were required to bring about improvements in children's behaviours. There are two reasons for this. Firstly, the children's conceptual understanding of why parked vehicles are dangerous will already have been established through the first phase of the programme (safe places). Secondly, learning how to cross safely at parked vehicles is conceptually less demanding than safe place finding. Nevertheless, volunteers must ensure that the children do not just learn to 'go through the motions' of the procedure. This is why it is so important to make them say aloud what they are doing as they carry out the procedure. It makes the child think about each element and lets the trainer know what the child is thinking.

## 8.0 Crossing Safely Near Junctions

### 8.1 Aims

To equip volunteers to be able to:

- *teach children how to position themselves at the junctions so that they can see down all roads leading to the junction;*
- *teach children a systematic search strategy when looking for cars;*
- *teach children what to do in order to cross safely at different types of junction.*

### 8.2 Rationale

Many children are injured while attempting to cross at junctions. The aim of this part of the programme is to introduce children to the problem of crossing near junctions and to teach them how to cope with different kinds. The programme draws on both the previous phases, involving conceptual elements (emphasised in safe place finding) and strategic elements (emphasised in the parked car training).

### 8.3 Preparation - route and site selection

In an ideal world, junctions training would be delivered using three different types of junction, all of which could be found in the streets near the school. These three sites would allow training to start at a simple location and would become increasingly complex as the sessions progressed. This would afford the children the opportunity to solve problems at a range of different locations and to develop an understanding of when and how to cross safely at different junctions. These three sites are described as follows:

#### **Simple junctions**

*Normally these are T-junctions with no dangerous features in the vicinity, such as bends or parked cars. If there are no T-junctions nearby, alternatives include: driveways, dead-ends, the entrance to the school car park (or any other building) and lanes between houses. The fundamental element here is that the layout of the 'junction' is very simple and open and the children will be able to see clearly in all directions from the corner of the junction.*



Any side street or lane can be used for junctions training

### **Hazardous junctions**

Even junctions with a simple open layout can become hazardous when they are combined with additional dangerous features, such as parked vehicles. Such situations are amongst the most dangerous on the road. For the purposes of training, you can create a 'hazardous' junction by parking a car near the corner of a simple, open junction - this will obscure the children's view of approaching traffic.



This junction has a parked car and bins which block the children's view

### **Complex junctions**

These are junctions where the layout is more complicated, for example a staggered or Y-shaped junction, where it is difficult or impossible to get a clear view down all roads from one position at the kerb.



This is a complex junction with an awkward layout and walls and hedges obstructing views out to the second junction and main road

In selecting your training locations, you should also ensure:

- The selected streets should be as quiet as possible so that there will be few disturbances from passing traffic;
- Separate routes consisting of either simple, hazardous or complex junctions should be constructed. These will be introduced progressively;
- Construct as many of each type of route as possible, so that several trainers can work at the same time. (Remember routes can also be started from opposite ends.).

## **8.4 The 'crossing safely near junctions' training programme - key points**

### **8.4.1 Introduction**

Explain that many accidents involving children occur near junctions because:

- The traffic movements are very complex;
- Children have not learned how to deal with this complexity;
- The situation is also challenging for drivers;

- Show volunteers examples of different kinds of intersection and discuss why they are dangerous for young children;
- Explain that children must learn how to position themselves at the kerbside so as to be able to see down all the roads leading to the junction;
- They must also learn how to use a systematic search strategy so that they do not miss out a street when looking for traffic. Untrained children often have a chaotic search strategy;
- Children should point with their fingers down every street that meets at the junction - this results in the children 'drawing a circle' around themselves in a 360° sweep;
- If there is no single position from which the child can see down all the relevant roads, then they should not cross at the junction;
- In these cases children must find an alternative, safer crossing site. (This relates back to the 'safe places' part of the programme.)

#### 8.4.2 Teaching method

The volunteer training manual should be used (**Part 3: Volunteer Training Handbook 3**). Emphasise the following points:

- Children will be trained in groups of **two or three** and will not be required to cross the road as part of the training. However, where it is safe to cross and the group is moving to a new site or returning to school, it is good practice for the children to assist the volunteer trainer in crossing safely;
- The training should proceed from **simple** to **hazardous** junctions and then on to **complex** junctions with an ideal timetable of 2 weeks for each type of junction;

Like 'crossing safely at parked cars' training, the procedure each week at each type of junction involves four phases:

##### 1. Modelling the behaviour

*In this stage, volunteers show children how to take up position at the kerbside and demonstrate how to search for traffic. As they do so, they explain why they are carrying out the various elements. If it is not possible to see clearly down all relevant streets, then a discussion is opened with the children about where a safer alternative crossing point might be found.*

##### 2. Practicing together

*The children then try to go through the procedure correctly together, whilst the trainer helps them with appropriate prompts and corrections. The children must also say out loud what they are doing and why. The verbalisation is critical in facilitating learning. Try to encourage all children in the group to participate equally at this phase of the session.*

##### 3. Practicing alone

*Each child then takes a turn to go through each step of the procedure without any help from the volunteer trainer (or the other children). This phase is very important because it separates what every child can do alone from what s/he can do in co-operation with a more experienced helper. It also enables the trainer to monitor every child's progress on an ongoing basis.*

- *At the end of each 'practice alone' attempt, the child's performance is scored using the behaviour checklist show at the back of **Volunteer Training Handbook 3** (Part 3 of this manual);*

##### 4. The Right Way

*Finally, right at the end of the session, before returning to school, volunteers model the correct procedure for the children once again. As they do so, they explain what they are doing and why. This is particularly important as it gives the children a final chance to see the 'right way' to cross between parked cars at the end of each session.*

Encourage the children to discuss possible solutions amongst themselves, intervening from time to time to get the conversation going in the right direction. This will be easier with groups of three rather than pairs of children.

Emphasise that the children do not have to cross the road as part of the training for this skill. Children should describe the routes and if they have to move, take the trainer along the pavement to show them the more suitable position to cross from. However, if the next training site happens to be across the road, or the group need to cross the road to return to school, then the trainer can encourage the children to participate in deciding how and when it would be safe to cross.

## Real Kerbcraft Experiences

To ensure that the child looks down all relevant streets in a systematic order, children should always start with the road furthest to their right (note that this road might be behind them). The child then checks for traffic in each subsequent street, proceeding in a right to left direction. The aim is to ensure that all roads are examined in a sensible order. During the national pilot, co-ordinators found that The strategy works equally well on a simple street, a T junction or crossroads because, although the number of streets is different, the strategy stays the same.

It is crucial that the children position themselves in such a way that they can actually see down the different streets. Across many of the pilot schemes, managers found that children would commonly choose a spot that did not actually afford them a clear view down every street. Nevertheless, they would go through the motions of turning their heads as they had been taught and they would assert that nothing was coming. This is a good illustration of the way in which children sometimes apply rules inappropriately. Great care must be taken to ensure that volunteers are alert to this problem.

### 8.4.3 Roadside activities

- *Demonstrate the procedure described in the Volunteer Training Manual with children;*
- *Get volunteers to practise the training as you observe;*
- *Discuss any problems with the volunteers at the debriefing session.*



## 8.5 Monitoring progress

- *As in Skills 1 and 2, volunteers and managers should have some means of monitoring their progress with the children;*
- *To do this volunteers should complete one test record per child at the end of each session using the Behaviour Check List shown at the back of **Volunteer Training Handbook 3: 'Crossing safely near junctions'**;*

*This allows volunteers to tick off those behaviours which the child demonstrates correctly when performing alone. The change in pattern as training progresses reflects the child's progress and highlights areas of difficulty where remedial action might be necessary;*

- *The records also provide a useful source of information for Scheme Staff.*

## 8.6 Final arrangements

- *Ensure each volunteer has a list of the children who have been assigned to them;*
- *Ensure they have a list of days and times when they will be training;*
- *Ensure they have the Volunteer Training Manual, Behaviour Check Lists and contact details of Scheme Staff;*
- *Distribute maps showing the training routes and ensure volunteers have a list specifying which ones they will be following on different days;*
- *Make a wall chart showing the routes assigned to each trainer on each day. Make sure this is permanently displayed in the school.*



# KERBCRAFT MANUAL

## Part Three: Volunteer Handbooks

These materials are for use only in conjunction with the courses organised as part of the “Kerbcraft” package.

They should not be used independently.

# KERBCRAFT



# Road Safety Training

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# Part 3: Volunteer Training Handbooks

## Introduction

This section of the manual provides three separate training handbooks for volunteers - one for each skill. Each has been designed specifically for your volunteers to provide them with a reminder of the key points of each skill, important information on preparing for training each week and manager's contact details.

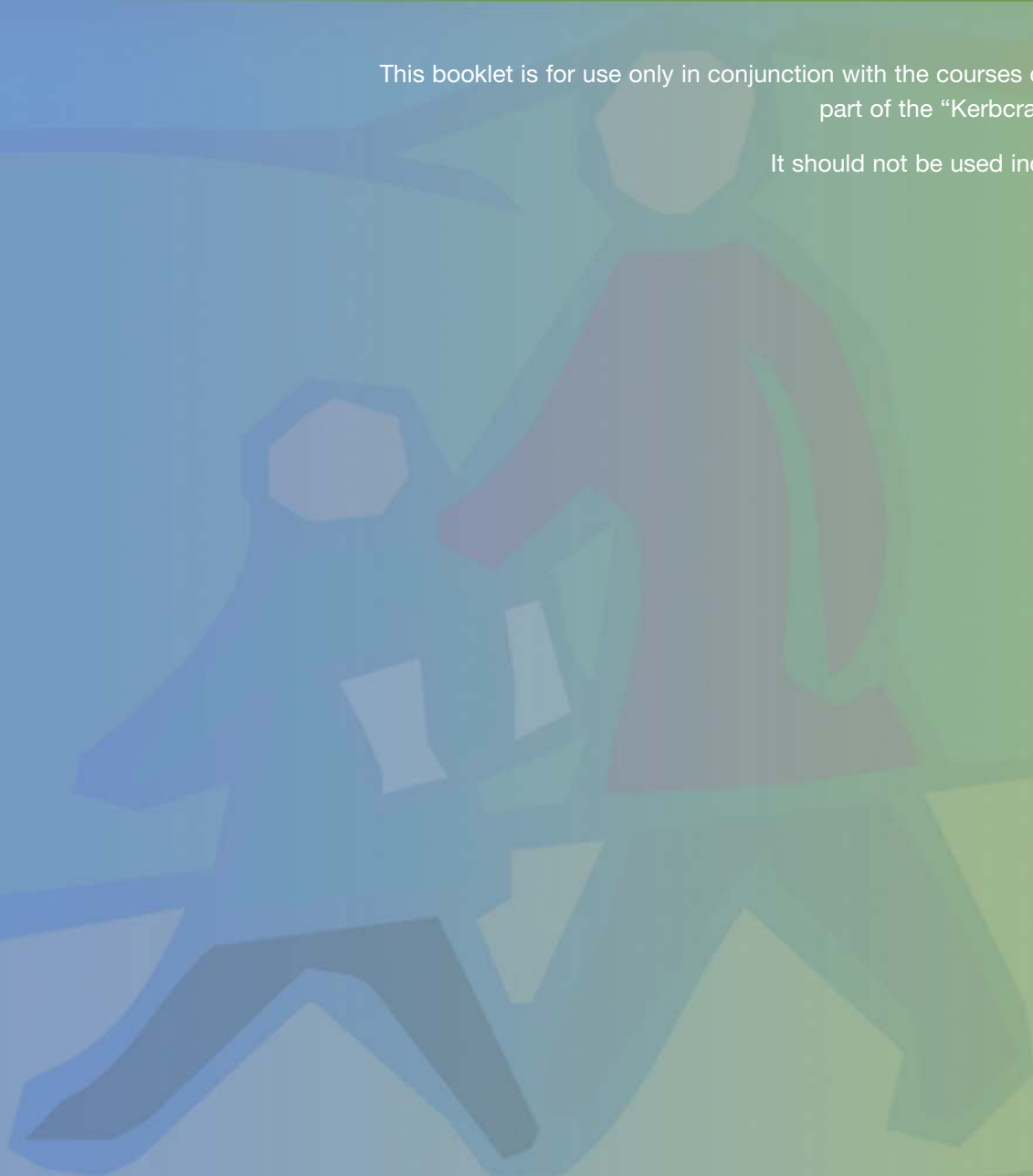
These resources can be directly reprinted or photocopied for use by your volunteers. Alternatively, you may wish to reproduce the information here, adding your own scheme logos and local area information (eg. photos, maps of training sites).



# Volunteer Training Handbook 1: Choosing Safe Places

This booklet is for use only in conjunction with the courses organised as part of the “Kerbcraft” package.

It should not be used independently.



**Co-ordinator Contact Details:**

**School Contact Number:**

If you are unable to attend a training session for any reason, please contact your co-ordinator or school as soon as possible.

## Training children to choose safe places and routes

### Preparing for training

#### Road safety information

Before going out, you should:

- *Ensure all trainers & children are wearing high visibility jackets;*
- *Ensure you have ID and any other information required for training;*
- *Make sure you have signed the school visitor book/register;*
- *Record the names of children you are training.*

*Always hold hands* when moving about. At the test sites, *gather the children* into a small group beside you.

Be sure not to *block children's view*, and make sure they do not block each other. Place the children so that everyone can see properly.

Bend down to *child eye level*: this will show you exactly what the children can see and what they can't. The children will also feel more comfortable when you are at this level.

When talking about traffic directions, do not use the terms LEFT and RIGHT without *pointing* in the correct direction as you do so. This is because young children often misunderstand these terms.

Remember that the children are being trained for *future* independent travel. The training is not designed to enable them to go out on their own once the course has been completed. *Do not give children (or their parents) the impression that they can now be trusted to tackle traffic situations alone.*

#### On the way to the sites

When travelling to the sites, be sure to *cross safely* and *involve the children* in the process. Make sure they *Stop, Look and Listen* each time you cross a road. Help them *Think* about whether it is safe to cross.

Children do not understand *traffic directions*, i.e. where cars are likely to come from or go to. They may not even know which side of the road traffic travels on.

Use the journey between sites to talk about this, especially when cars appear.

Help children to realise that cars can come from several directions: not just from the right and left but from behind them, for example. Many accidents at junctions happen when children forget to check for traffic approaching from the rear.

You can help improve children's understanding by questioning them and observing any traffic that you might encounter on the journey between sites.

#### Learning by doing

Children will not learn road safety if they are just told how to behave. They need *practice*. The training therefore involves *learning by doing*.

All training will take place at the *roadside*. Children will be trained in groups of *three*.

Your role as trainer is to *guide the children's experience* so that they may discover for themselves the best ways to cross. They must not just carry out a list of instructions given by you. At all costs, avoid giving them lists of 'do's' and 'don'ts' to be memorised.

Encourage the children to *discuss the problem among themselves*. Children often learn more this way than by just answering questions posed by adults. However, keep the discussion moving in appropriate directions.

The Volunteer Training Course and video/DVD will show you how to take an indirect approach, using appropriate prompts and questions. Some examples are given later.

## The Problem

Young children make two common mistakes when crossing the road:

- *They do not realise that it is unsafe to cross near obstacles such as parked cars, rubbish skips, large hedges or similar obstructions. They also think it is safe to cross near sharp bends, brows of hills and complicated junctions. These places are all dangerous because **they restrict the child's view of traffic**. They also make it hard for drivers to see the children;*
- *If the destination is not directly across the road, children will often cross the road **diagonally** to reach it. They may even do this at crossroads. This is dangerous because they spend far more time on the road than is necessary. At intersections, they expose themselves to danger from several directions.*

The training is designed to teach 5-7 year olds how to recognise such dangerous roadside situations and how to construct safer routes that avoid them. It is not necessary to actually cross as part of the training. However, trainers should feel that they can cross the road with the children when it is safe to do so, and should involve the children, where possible in the crossing task.

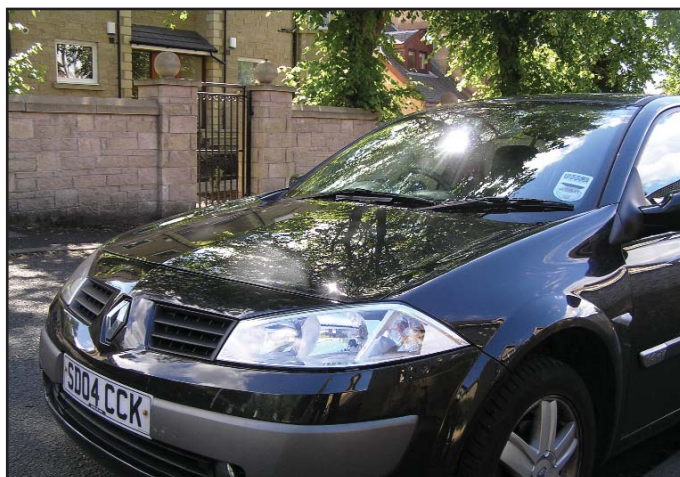
## Crossing near obstacles

Children have a very low eye level above the ground. This means that crossing the road near obstructions like parked cars is very dangerous because they cannot see the road properly. Other obstructions that have the same effect include bushes, fences, hedges, the brow of a hill or even mounds of snow and wheelie bins.

Photographs 1a and 1b show the difference between an adult and a child's view of the road at a parked car. Notice how little the child can see from their eye level. When you visit the roadside, kneel down to the child's level to see for yourself how little can be seen from that height.

In photograph 1c, however, we can see that the child's view improves dramatically if s/he moves away from the obstruction to a position further along the road. Moving away like this is always safer because it allows the child to see the traffic further ahead.

The same strategy works with **any** obstruction to vision, not just parked cars. For instance, you can't see **round** sharp corners or **over** the brow of a hill. But if you walk along the road away from them this will not matter because you will be able to see approaching traffic well before it arrives.



Photograph 1a: Child's eye view at parked car



Photograph 1b: Adult's view at parked car



Photograph 1c: View for child when they walk away from parked car

## Training Children to Cross Away from Obstacles

The problem is that young children don't understand the danger of crossing near obstructions to their vision. Your job is to help them understand these dangers and learn how to deal with them. To do this, you should proceed as follows.

1 *Select a place where vision is obscured, for example by a parked car (your project manager will give you a route showing several specific sites where you should train the children);*

2 *Ask them if they can see the road to check for traffic. Sometimes the child will say "yes" to this question, even though it is obvious to you that they cannot.*

If they do this...

3 *Ask them if they can see particular objects across the street that you know are hidden from their point of view (anything will do – a garden gate, some flowers, a passing cat, etc).*

This should help them realise that they can't see properly.

4 *If a car comes, ask them about it – what it looks like, when they can first see it, etc.*

This will help them realise they can't see the car properly until it is very close to them.

5 *Ask them why they couldn't see the car.*

This will help them realise their view is blocked.

6 *Ask what they might do about it.*

This introduces the idea that it might be necessary to move.

7 *If they suggest moving, let them take you to a new spot. Get them to explain why this place is better than the last one. If it isn't better, go through the steps again until eventually a better solution is found.*

8 *If they really get stuck, show them a reasonable solution and explain why. Then move on to a new location and try again.*

You can see that the idea is to make the children work out for themselves why some places are dangerous and others are safer. **NEVER** just recite a list of places where they shouldn't cross: this won't help them to understand why they shouldn't cross there. They must come to understand that a safe place is one where they can see the traffic a long way ahead and where drivers can see them.



## Training Children not to Cross the Road Diagonally

Young children often walk diagonally across the road. This is dangerous. It increases both the crossing distance and the time they spend on the road. The training will help them realise this mistake and choose a safer way to cross. Where a child suggests crossing diagonally, following these steps:

- 1 Ask **why** this would be a safe way to cross.
- 2 Ask if it is the shortest way to get the other side of the road.

This helps the child think about alternative routes.

- 3 Ask them to think of a route where they would spend less time on the road.
- 4 Ask why spending less time on the road might be safer.

This helps the child realise that different routes mean different amounts of exposure to traffic.

- 5 Try to get the child to realise it is usually safer to walk along the pavement to another spot where it would be possible to walk straight across the road.
- 6 If there are two possible safe routes, one involving crossing two roads to get to the destination and the other involving only one, encourage the children to choose the latter.
- 7 Remember, children are often unwilling to take detours. You need to help them to understand that this is often necessary.

## Dealing with junctions during safe places training

Unless a suitable strategy has been learned, crossing at junctions is always dangerous. In young children the situation is even worse because they often think the safest way to cross is diagonally. Not only do the children spend longer on the road than necessary, they also expose themselves to traffic from several directions. Route 1 shows a diagonal route children often think is safe at junctions. Routes 2 and 3 show alternatives that would be safer. The training is to help them choose such safer routes.

## Training children how to deal with junctions during safe places training

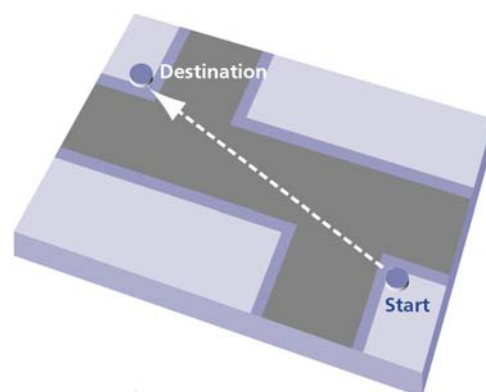
The steps to be followed at junctions are similar to those discussed before. You should also help them understand the ways in which traffic can move at junctions. **This is important, because young children do not understand traffic movements well.**

- 1 *Ask about the directions from which cars might come.  
Ask them about where the cars might go.*

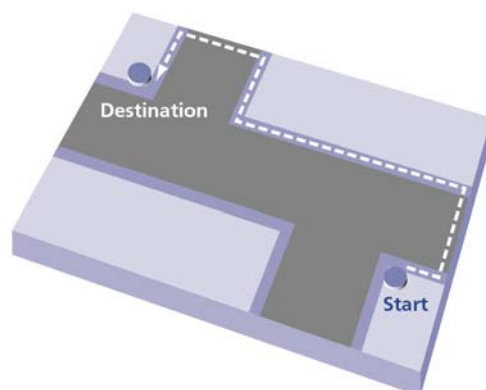
This will help you gauge how well the children understand the ways in which cars can move about the road environment.

- 2 *Where children do not seem to understand traffic movements, help them to do so. Ask them how many roads traffic might come on. Wait for cars and observe their movements, discussing these with the child.*
- 3 *Get the children to realise that cars can come from several directions: not just from right and left, but from behind them, for example. **Make sure they understand which side of the road the traffic would be on.***
- 4 *Ask the children where they might go to reduce the number of cars that might come.*
- 5 *Proceed as for obstacle training so that they realise it would be much safer to take a detour to a stretch of clear road. Make sure they do not suggest crossing diagonally.*

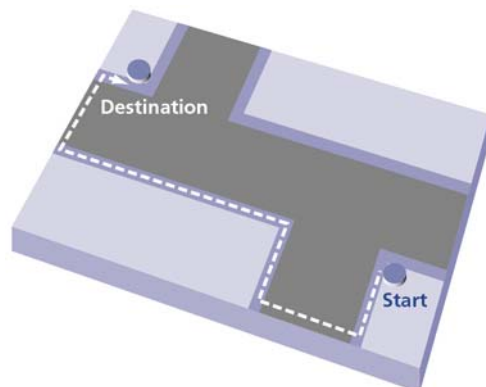
Route 1



Route 2



Route 3



## SAFE PLACES TEST SCORE SHEET

LOCAL AUTHORITY:

SCHOOL:

TRAINER'S NAME:

DATE:

FIRST SESSION/LAST SESSION:

NAMES OF CHILDREN IN GROUP:

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	YES	NO	NOT CLEAR
1. Did the children say that it was <i>dangerous</i> to cross at the starting point?			
2. Did they say <i>why</i> it wasn't safe to cross there?			
3. Did they suggest <i>moving away</i> ?			
4. Was the final place they chose to move away to <i>safer</i> ?			
5. Did they suggest crossing <i>straight over</i> ?			

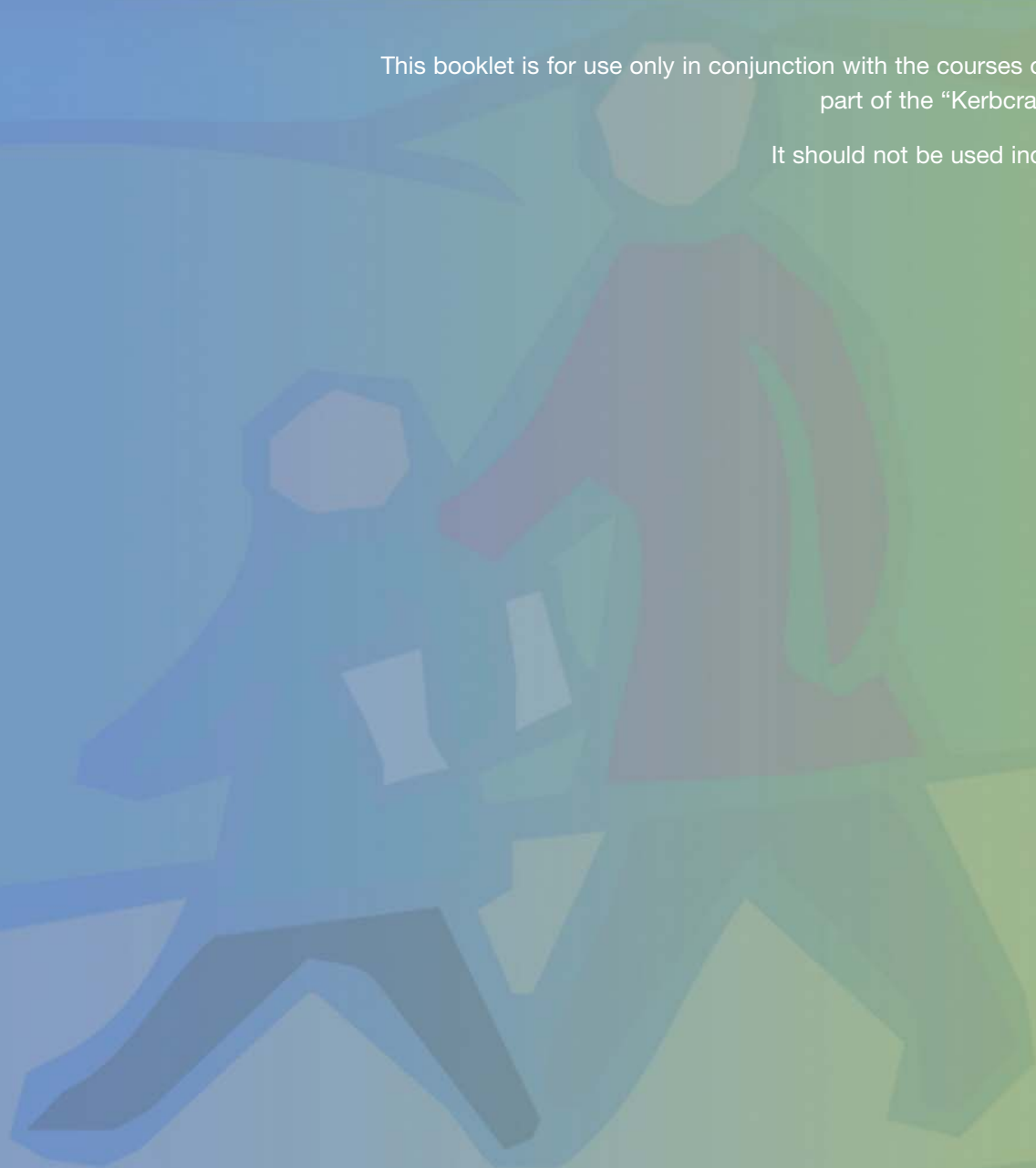
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# Volunteer Training Handbook 2: Crossing Safely at Parked Cars

This booklet is for use only in conjunction with the courses organised as part of the “Kerbcraft” package.

It should not be used independently.



**Co-ordinator Contact Details:**

**School Contact Number:**

If you are unable to attend a training session for any reason, please contact your co-ordinator or school as soon as possible.

# Training children to cross safely at parked cars

## Preparing for training

### Road Safety Information

Before going out, you should:

- *Ensure all trainers & children are wearing high visibility jackets;*
- *Ensure you have ID and any other information required for training;*
- *Make sure you have signed the school visitor book/register;*
- *Record the names of children you are training.*

*Always hold hands* when moving about. At the test sites, *gather the children* into a small group beside you.

Be sure *not to block children's view*, and make sure they do not block each other. Place the children so that everyone can see properly.

Bend down to *child eye level*: this will show you exactly what the children can see and what they can't. The children will also feel more comfortable when you are at this level.

When talking about the traffic directions, do not use the terms LEFT and RIGHT without *pointing* in the correct direction as you do so. This is because young children often misunderstand these terms.

Remember that the children are being trained for *future* independent travel. The training is not designed to enable them to go out on their own once the course has been completed. *Do not give children (or their parents) the impression that they can now be trusted to tackle traffic situations alone.*

### On the way to the sites

When travelling between sites, be sure to *cross safely* and *involve the children* in the process. Make sure they *Stop, Look and Listen* each time you cross a road. Help them *Think* about whether it is safe to cross.

Children do not understand *traffic directions*, i.e. where cars are likely to come from or go to. They may not even know which side of the road traffic travels on.

Use the journey between sites to talk about this,

especially when cars appear.

Help children to realise that cars can come from several directions: not just from the right and left but from behind them, for example. Many accidents at junctions happen when children forget to check for traffic approaching from the rear.

You can help improve children's understanding by questioning them and observing any traffic that you might encounter on the journey between sites.

### Learning by doing

Children will not learn road safety if they are just told how to behave. They need *practice*. The training therefore involves *learning by doing*.

All training will take place at the *roadside*. Children will be trained in groups of *two*.

Your role as trainer is to *guide the children's experience* so that they may discover for themselves the best ways to cross. They must not just carry out a list of instructions given by you. At all costs, avoid giving them lists of do's and don'ts' to be memorised.

Encourage the children to *discuss the problem among themselves*. Children often learn more this way than by just answering questions posed by adults. However, keep the discussion moving in appropriate directions.

The Volunteer Training Course will show you how to take an indirect approach, using appropriate prompts and questions. Some examples are given later.

## Crossing safely at parked cars

### The Problem

In 2007 a quarter of injuries to pedestrians under the age of 16 occurred where children were masked by a stationary vehicle. This happens partly because children are so small that drivers cannot see them. It is also because children do not know how to deal safely with parked car situations.

In general, children should be discouraged from crossing near parked cars. However, in many streets this is unrealistic because it is often impossible to find a place where there are no parked cars. To cope with such situations, children must be taught a strategy that will keep them safe in those cases where crossing at parked cars cannot be avoided. This booklet and the associated course will show you how to teach this strategy.

### What the children should learn to do

- 1 Find a space between two parked cars that is wide enough for three people to cross through.
- 2 Check that there is a gap on the other side of the road to reach the pavement.
- 3 Stop at the kerb.
- 4 Look at both parked cars to make sure there are no people sitting in them.
- 5 Also look for other clues that the cars might move, e.g. lights, exhaust fumes, engine noise.
- 6 If there is someone in one of the cars or any of the other clues are present, walk to another place as the car could start moving.
- 7 If both parked cars are empty, walk to the outside corner of the car parked on the left and **STOP** (this is called the 'line of sight').
- 8 Look right to see if there is any traffic coming. If there isn't, then ...
- 9 Look left to see if there is any traffic coming. If there isn't, then ...
- 10 Look right again for traffic. If there is no traffic, then ...
- 11 Cross the road at a steady pace. Hold hands and continue to look and listen for traffic as you go.
- 12 If traffic should appear while you are standing at the line of sight, take a step back and wait for it to pass. Then step forward again and repeat from 6.
- 13 If several cars should come, go back to the pavement and wait until it is quieter before starting the procedure again from the beginning.



Drivers eye view of child between parked cars  
(Child age 6 years)



Drivers eye view of child between parked cars  
(Child age 11 years)



Drivers eye view of group of children between parked cars

## What to do

### 1. Modelling the Behaviour

You begin the training by **modelling** (demonstrating) each of the actions in sequence for the children. As you go, you must explain what you are doing: this is essential if the children are to understand what it is you are asking them to do. You must make sure they understand both what you are doing and why you are doing it.

<b>Actions</b>	<b>What you might say</b>
<i>You walk to the kerb and Stop.</i>	<i>I walk to the kerb and <b>Stop</b>.</i>
You check that there is space to reach the pavement on the other side	I look to see if there's anything blocking the pavement on the other side of the road. It's clear.
<i>You look in the car on the left.</i>	<i>I look in this car to see if anyone's sitting in it, because it could start moving. There is nobody inside.</i>
<i>You look in the car on the right.</i>	<i>Then I look in this car. There is nobody inside it either.</i>
<i>You look for lights/exhaust fumes.</i>	<i>Now I look for lights/exhaust fumes and I listen for noise from the engine. There is nothing.</i>
You walk to the outside edge of the car on the left and stop.	Now I walk to this spot and <b>Stop</b> . Now I look for traffic.
You look to the right.	I look this way: nothing coming.
<i>You look to the left.</i>	<i>Then I look that way: nothing coming.</i>
<i>You look right again.</i>	<i>I look this way again. Still nothing coming.</i>
You start to cross and get the children to walk right beside you, holding hands.	Now I can cross. I keep looking and listening as I go.

**While crossing you continue to look and listen for traffic and explain to the children what you are doing, involving them as much as possible. Now start practising together.**

## 2. Practising Together

Now you and the children **practice together**. The children attempt to take you across the road while you hold their hands. Make sure that there is no traffic as you do this. The children try to go through the appropriate sequence of behaviour, explaining what they are doing as they go. You help them to do this using appropriate prompts and by correcting them when they make mistakes. This is the practice together phase. Try to encourage the children to help each other remember each stage of the process.

Actions	What you might say
After your example ask the children:	<b>You:</b> Shall we cross together? I will help you if you have forgotten something.
You walk along the pavement with the children.	<b>You:</b> What are you going to do first? <b>Children:</b> Stop at the kerb. <b>You:</b> Yes, that's right.
Together with the children you stop at the kerb. You stand slightly behind the children, still holding hands.	<b>You:</b> And what are you going to do now? <b>Children:</b> See if there's anything on the other side. It's OK. <b>You:</b> Good. What now?
The children look into the first car.	<b>Children:</b> See if there is someone in this car. Nothing. <b>You:</b> Yes, that's right. And next?
The children look into the second car.	<b>Children:</b> Look in the other car. Nothing there either. <b>You:</b> Very good! And what are you going to do now?
The children look for clues.	<b>Children:</b> Look for lights/exhaust fumes. Nothing. No noise either.
The children point at the outside edge of the car on the left.	<b>Children:</b> We'll go and stand next to that car. <b>You:</b> Excellent.
The children walk to the line of sight.	<b>You:</b> And what are you going to do next? <b>Children:</b> Cross to the other side.
You point to the right.	<b>You:</b> But what do you do first?
The children look to the right.	<b>Children:</b> Oh, yes, look that way for traffic. Nothing coming. <b>You:</b> Well done! And next?
The children look left.	<b>Children:</b> Look the other way. Also nothing. <b>You:</b> Well done! And now?
The children look right.	<b>Children:</b> Look this way for traffic again. It's clear. <b>You:</b> That's right. <b>Children:</b> Now we cross the road.
You cross with the children.	<b>You:</b> Remember to keep looking and listening as you cross.
You arrive safely at the other side.	<b>You:</b> You both did very well.

### 3. Practise Alone

At the end of each session, when the children have 'observed' and 'practiced together' they should have a **practice alone**. Each child individually goes through the process without help from you or the other child. This will allow you to gauge which parts of the procedure are causing each child most difficulty.

You can then lay special emphasis on these parts in the next training session. Record each child's behaviour using the behaviour checklist. This will help you and your manager to see how each child is progressing over the four training sessions. Make sure that, as before, the children describe what they are doing.

### 4. The Right Way

Right at the end of the session (just before returning to the school), **model** the correct behaviour for the children one more time. Remember to talk the children through each of the stages so that they understand what they are for. This final demonstration is important because it ensures that the last crossing the children see is a correct one.



## Crossing Safely at Parked Cars

## Behaviour Check List

Name \_\_\_\_\_

Trainer \_\_\_\_\_

Dates \_\_\_\_\_

		Session			
		1	2	3	4
1. Stops at kerb	YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Looks in both cars after stopping	YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Checks exhaust/lights/engine noise	YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Advances to parked car on left	YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Stops at the line of sight	YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Looks right at the line of sight	YES while stopped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	YES while walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Looks left at the line of sight	YES while stopped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	YES while walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Looks right again at the line of sight	YES while stopped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	YES while walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Speed of crossing in a straight line	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Normal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Skip/Hop/Jump	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

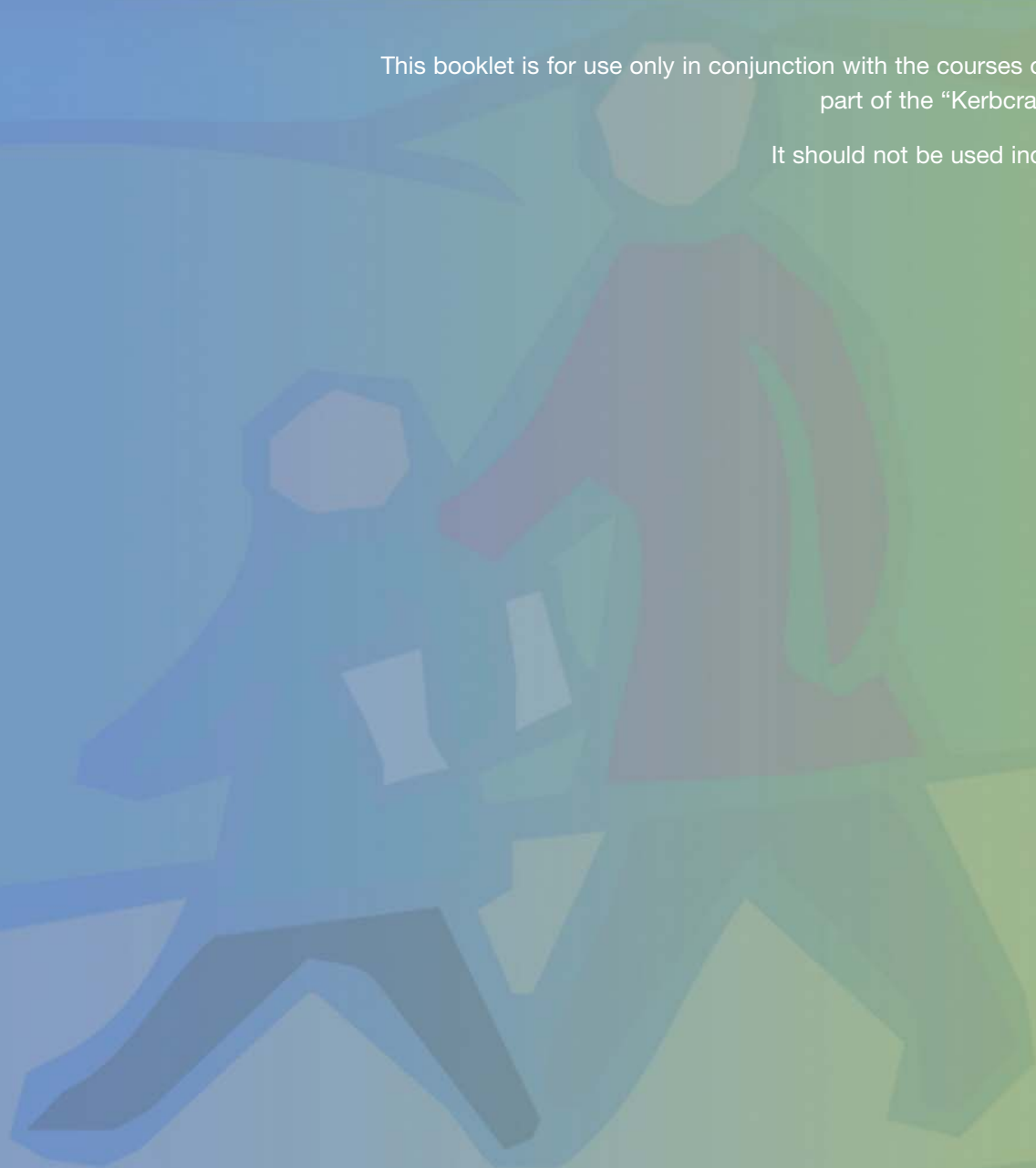
Comments:



# Volunteer Training Handbook 3: Crossing Safely near Junctions

This booklet is for use only in conjunction with the courses organised as part of the “Kerbcraft” package.

It should not be used independently.



**Co-ordinator Contact Details:**

**School Contact Number:**

If you are unable to attend a training session for any reason, please contact your co-ordinator or school as soon as possible.

## Crossing Safely near Junctions

### Preparing for training

#### Road Safety Information

Before going out, you should:

- *Ensure all trainers & children are wearing high visibility jackets;*
- *Ensure you have ID and any other information required for training;*
- *Make sure you have signed the school visitor book/register;*
- *Record the names of children you are training.*

Before going out, make sure everyone is wearing their *road safety jacket*.

*Always hold hands* when moving about. At the test sites, *gather the children* into a small group beside you.

Be sure *not to block children's view*, and make sure they do not block each other. Place the children so that everyone can see properly.

Bend down to *child eye level*: this will show you exactly what the children can see and what they can't. The children will also feel more comfortable when you are at this level.

When talking about traffic directions, do not use the terms LEFT and RIGHT without *pointing* in the correct direction as you do so. This is because young children often misunderstand these terms.

Remember that the children are being trained for the *future* independent travel. The training is not designed to enable them to go out on their own once the course has been completed. *Do not give children (or their parents) the impression that they can now be trusted to tackle traffic situations alone.*

#### On the way to the sites

When travelling to the sites, be sure to *cross safely* and *involve the children* in the process. Make sure they *Stop, Look and Listen* each time you cross a road. Help them *Think* about whether it is safe to cross.

Children do not understand *traffic directions*, i.e. where cars are likely to come from or go to. They may not

even know which side of the road traffic travels on.

Use the journey between sites to talk about this, especially when cars appear.

Help children to realise that cars can come from several directions: not just from the right and left but from behind them, for example. Many accidents at junctions happen when children forget to check for traffic approaching from the rear.

You can help improve children's understanding by questioning them and observing any traffic that you might encounter on the journey between sites.

#### Learning by doing

Children will not learn road safety if they are just told how to behave. They need *practice*. The training therefore involves *learning by doing*.

All training will take place at the *roadside*. Children will be trained in groups of *three*.

Your role as trainer is to *guide the children's experience* so that they may discover for themselves the best ways to cross. They must not just carry out a list of instructions given by you. At all costs, avoid giving them lists of 'do's' and 'don'ts' to be memorised.

Encourage the children to *discuss the problem among themselves*. Children often learn more this way than by just answering questions posed by adults. However, keep the discussion moving in appropriate directions.

The Volunteer Training Course will show you how to take an indirect approach, using appropriate prompts and questions. Some examples are given later.

## The problem

Junctions are very difficult for adults to deal with, let alone a child. There are several reasons for this:

- *The fact that traffic can arrive from several directions means that there is quite a lot of information both to remember and co-ordinate. Children find this very difficult;*
- *Pedestrians must make sure that they look in all the relevant directions for traffic. Children often fail to do this, especially looking behind them;*
- *Junctions take a number of different forms, so pedestrians need a procedure that will work in a variety of situations. Quite a lot of experience is needed before pedestrians learn a good procedure and to apply it effectively.*

The training is designed to teach 5-7 year old children how to cross safely near junctions. It is **not necessary to cross** as part of the training but you can if you want to.

## What the children should learn

The training will introduce children to three different kinds of junctions as follows:

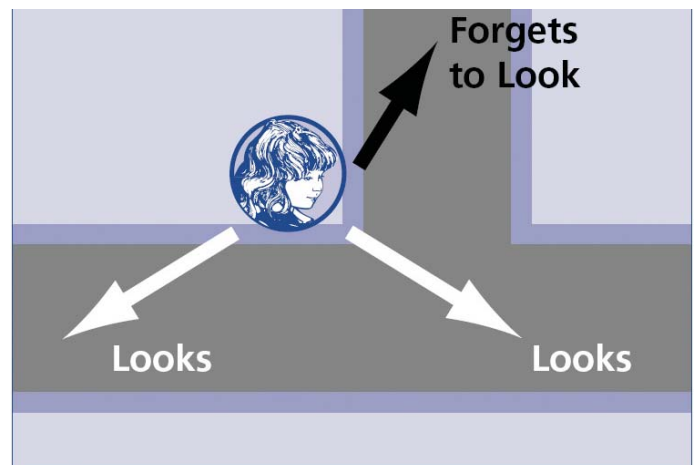
- *Simple (usually T-junctions or crossroads);*
- *Hazardous (with added dangers, e.g. parked cars);*
- *Complex (can't see down all roads from one position because of layout).*



These junctions are very common but must be dealt with in somewhat different ways if the child is to keep safe. The training will show children what to do at each type, starting with simple junctions and moving on gradually to more complex examples.

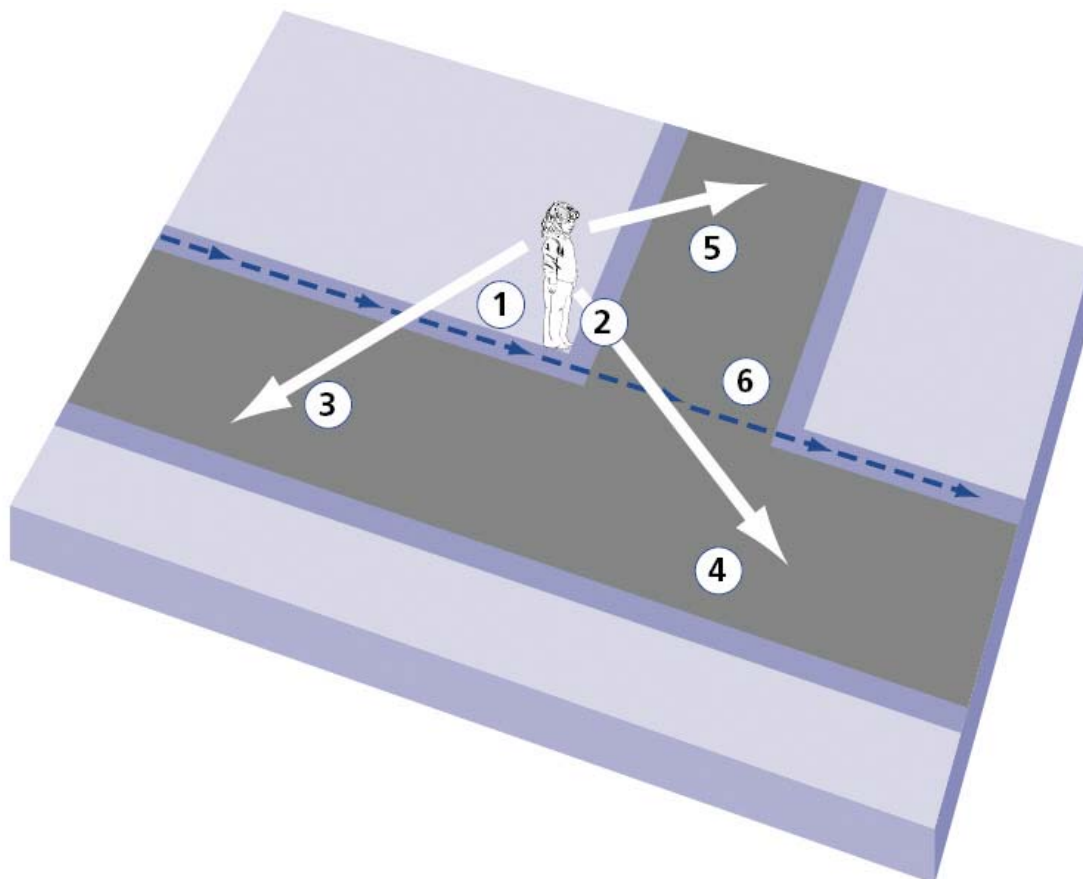
The children will also learn a strategy that will help them to look properly for traffic at each type of junction. This is important, because children often fail to look in all directions as shown in Figure 1. Even if they do look, they often do so haphazardly. The training will teach them a better way of looking that will increase their chances of spotting approaching vehicles.

Generally speaking, if a young child is asked which way they would look at junctions, the reply will be "I would look both ways". The two ways the child will look are the two that are directly in front of them as shown below:



Children often forget to look *behind* them and thus expose themselves to danger. They may also forget to look in other directions as well. The training is designed to improve this by teaching children how to search for traffic *systematically*.

## Crossing at a simple junction



**A simple junction is a T-junction or crossroads where there are no parked cars or any other obstructions to vision as shown in the figure above.**

It is important for this part of the training that you can see down each street clearly. If there are parked cars or other obstructions preventing you from seeing down each street properly, then this is a **hazardous** junction. It should not be used for this phase of the training.

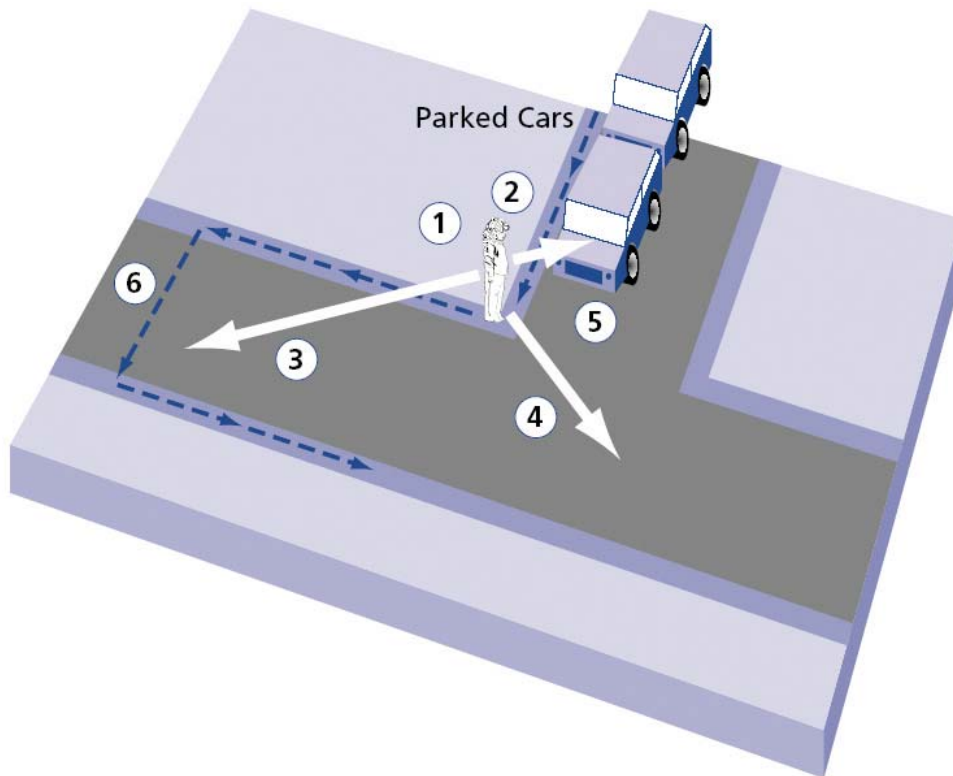
Notice that the looking sequence is always from **RIGHT** to **LEFT**. This is to ensure that each street is checked in turn, systematically.

Make sure you do not block the children's view when they look for traffic, and make sure the children do not block each other. The training steps are described in 'What the Children Should Learn To Do', below and are illustrated in the figure above.

### What the children should learn to do:

- From a starting position a short distance away from the junction **1**, move to a kerbside position where both you and the children can see down all three streets (usually near the corner) **2**. **Make sure your view down all three streets is unobstructed.**
- Stop at the Kerb.
- Look down the road furthest to the **RIGHT** ( this road may be behind you) **3**. If you have a clear view...
- Look down the next road to the **LEFT** (in the example, it is in **front** of you) **4**. If you have a clear view... Look down the next road to the **LEFT** (in the example, it actually **is** on the left) **5**.
- If you have a clear view...
- Scan through all three directions **again**.
- If you **do not** have a clear view down any of the streets, explain that this would not be a safe place to cross.
- If you do have a clear view down each street and there is no traffic coming, say that it would be safe to cross in a straight line without running **6**.
- If traffic should come at any stage, **STOP** and start the looking sequence again when the traffic has passed.

## Crossing at a hazardous junction



**Though still a T-junction or crossroads, the situation is more complicated in these cases by parked cars, hedges or other obstructions which prevent the children seeing in one or more directions from a single kerbside position.**

In the previous section, the children learned how to look down each street systematically for traffic. In this phase, the children are taught that this does not necessarily mean they can see properly down one or more streets. Untrained children fail to realise this.

If their view is blocked in one or more directions,

children must learn to find a safer crossing place nearby. Remind the children about their safe places training and encourage them to work together to find a safer place to cross.

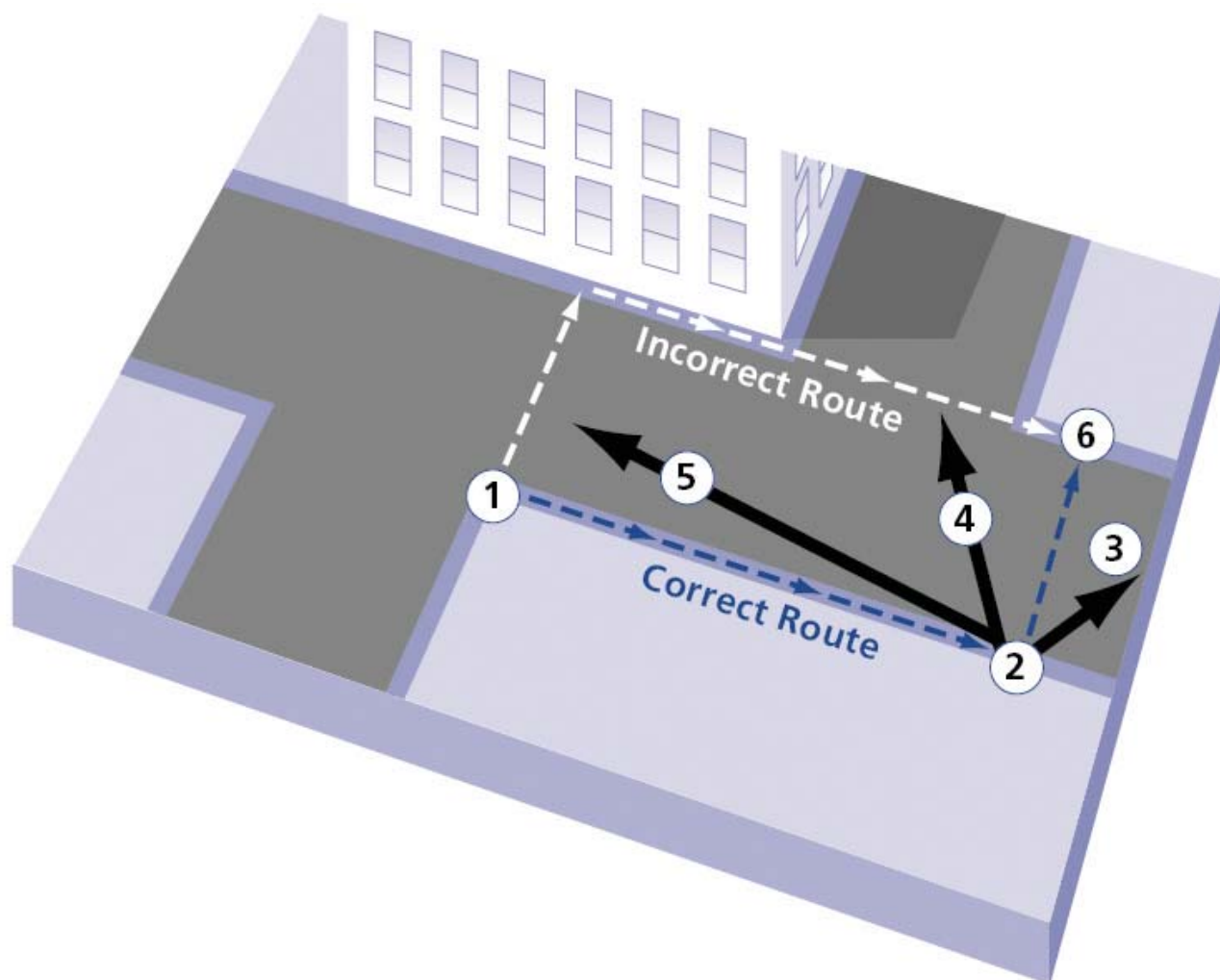
In choosing an alternative route, children should learn that it is generally better to cross one road rather than two, as they will be less exposed to traffic. However, remember that there may be exceptions to this (e.g. obstructing objects).

The steps to follow are described in the box below and are illustrated in figure 3.

### What the children should learn to do:

- Choose a kerbside position near the corner as before **1**.
- Stop at the Kerb.
- Look down the road furthest to the **RIGHT 3** . If you have a clear view...
- Look down the next street to the **LEFT** (i.e., the street ahead) **4**. If you have a clear view ...
- Look down the next road to your **LEFT**. In this case, it is not possible to see past the parked cars **5**.
- Explain that it is not possible to see down all the roads from this position, so you must move. Make sure that the children understand this.
- Move away to a safer place where the visual obstruction is eliminated (it might be necessary to move quite a long way to ensure that it is safe and that cars will not come round the corner too close to the crossing point) **6**.
- Look for traffic using the same right-left search sequence.
- Scan through all three directions again.
- If you do have a clear view down each street and there is no traffic coming, say that it would be safe to cross in a straight line without running.
- If traffic should come at any stage, **STOP** and start the looking sequence again when the traffic has passed.

## Crossing at a complex junction



**This type of junction is even more difficult as traffic can approach from several directions, and it is not possible to see down all the roads clearly from one position because of the layout of the junction.**

The children must learn that they cannot see down all the streets from any single, fixed position and must find another place to cross.

In choosing an alternative route, children should learn that it is generally better to cross one road rather than two, as they will be less exposed to traffic (e.g. Route A rather than Route B).

However, remember that there may be exceptions to this (e.g. obstructing objects). The steps to follow are described in the box below and are illustrated in figure 4.

### What the Children Should Learn To Do:

- From a starting position a short distance away from the junction, move to a kerbside position where it is possible for both you and the children to see in three directions (i.e., 'eliminate' one of the streets) **1** Make sure your view is now unobstructed.
- Stop at the Kerb **2**
- Look down the road furthest to the **RIGHT 3** if you have a clear view...
- Look down the next street to the **LEFT 4** If you have a clear view ...
- Look down the next road to your **LEFT 5** If you have a clear view ...
- Scan through the sequence again.
- If you do have a clear view in each direction and there is no traffic coming, say that it would be safe to cross in a straight line without running **6**
- If traffic should come at any stage, **STOP** and start the looking sequence again when the traffic has passed.

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# What To Do

## 1. Modelling the Behaviour

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With each of the three junction types, begin training by **modelling** (i.e. demonstrating) the actions in sequence for the children. You must also *explain* aloud what you are doing as you go along. This is *extremely* important. It is crucial that the children understand the point of the different actions you carry out. By explaining your actions as you go along you improve the chances that the children will understand both *what* you are doing and *why* you are doing it.

## 2. Practising Together

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Now you and the children **practise together**. Each child in turn attempts to go through the sequence of actions in the same way you did, explaining what they are doing and why as they go along. You help them to do this by giving appropriate prompts and by correcting them when they make mistakes. For the child making judgements, this is the 'practise together' phase. For the other children, it is a second chance to see the behaviour modelled, this time by another child. Seeing another child at work and listening to the feedback from you is normally very helpful to the learning process.

## 3. Practising Alone

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At the end of each session, when all the children have 'observed' and 'practised together', they should each **practise alone**. This is just the same as in 'practise together', except that you do not help the children as they go through the actions. This will allow you to gauge which parts of the procedure the child can cope with and which are causing difficulty. You can then lay special emphasis on these parts in the next training session. Record the child's behaviour using the Behaviour Check List. This will help you see how the child's behaviour is progressing over the training sessions. Make sure that the children explain what they are doing as they go along.

## 4. The Right Way

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Right at the end of the session (just before returning to the school), **model** the correct behaviour for the children one more time. Remember to talk the children through each of the stages so that they understand what they are for. This final demonstration is important because it ensures that the last crossing the children see is a correct one.



## Crossing Safely Near Junctions

## Behaviour Checklist

Local Authority: \_\_\_\_\_

Name: \_\_\_\_\_ Trainer: \_\_\_\_\_ Dates: \_\_\_\_\_

		Session	1	2	3	4	5	6
1. Finds kerbside position offering view down all streets	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stops at kerbs	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Looks down all streets	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If No, how many missed		<input type="text"/>						
4. Looks in correct sequence (right to left)	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Repeats looking sequence	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are there <i>any</i> obstructions to a clear view down <i>any</i> street?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If yes, does the child suggest moving to another location?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If yes, do they find a safer position?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the proposed route to the destination safe?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>								



# KERBCRAFT MANUAL

## Part Four: Resource Materials

These materials are for use only in conjunction with the courses organised as part of the “Kerbcraft” package.

They should not be used independently.

# KERBCRAFT



# Road Safety Training

## Resource Materials:

1. Task List
2. Sample Consent Letters
3. Sample Information Leaflet
4. Class List
5. Training Schedule
6. Volunteer Personal Details Form
7. Volunteer List
8. Child/Volunteer Allocation List
9. Sample Letters to Volunteers

### Resource Materials 1: Task List

#### A sample Timetable and Task List

Before each phase of training, there is a common preparatory phase. This will be longer at the beginning of the scheme, since all the preliminary inter-agency liaison must be done and no previous volunteer recruitment will have been undertaken. Less preparation will be required before later training phases.

In the following, we outline on a week-by-week basis the tasks to be accomplished in setting up the scheme and following it through to the end of the Safe Places Training Programme. With experience, you may wish to add your own additional tasks to the list.

*Note that the tasks identified within each box are not in order of priority.*

Weeks 23-24 are spare weeks to make up for absences and/or bad weather.

#### Weeks 1-4

- 1 Contact Education Department for approval to approach schools.
- 2 Liaise with Road Safety Officer regarding the proposed work.
- 3 Initial contact with local schools to arrange meetings.
- 4 Individual meetings with each headteacher.
- 5 Prepare Consent Letters/Information Leaflets (*Resource Materials 2 & 3*).
- 6 Contact local agencies about volunteer recruitment.
- 7 Prepare volunteer recruitment posters.
- 8 Purchase hi-visibility clothing, clip-boards, volunteer identification badges, etc.
- 9 Obtain CRB/Disclosure Scotland forms
- 10 Approach local authority regarding insurance and risk assessment.
- 11 Inform local police about scheme.

#### Weeks 5-9

- 1 Distribute Consent/Call for Volunteer Forms and Information Leaflets.
- 2 Distribute recruitment posters.
- 3 Contact media to publicise scheme.
- 4 Select training sites and routes for each school.
- 5 Make maps of routes and site locations.
- 6 Conduct Risk Assessment.
- 7 Collate returned Consent Forms.
- 8 Issue Reminders about Consent Forms.
- 9 Prepare Class Lists (*Resource Materials 4*) from Consent Forms (*Resource materials 2*).
- 10 Use the Class Lists (*Resource Materials 4*) to compile Training Groups (*Resource Materials 8*) in conjunction with class teachers.
- 11 Liaise with schools about possible times for holding the Volunteer Training Courses.

## Week 10

- 1 Compile a timetable for the programme of Introductory Meetings.
- 2 Make arrangements with the schools to hold Introductory Meetings.
- 3 Arrange refreshments for the Introductory Meeting (unless a very short one).
- 4 Issue invitations to parents who expressed interest in becoming volunteers.
- 5 Contact potential volunteers recruited in other ways.
- 6 Prepare Volunteer Personal Details Forms (*Resource Materials 6*).
- 7 Collect materials for the Meeting (CRB/Disclosure and Personal Details Forms, hi-visibility clothing, manuals, etc)
- 8 Arrange for an experienced volunteer to attend the meetings (if possible).

## Weeks 13-16

- 1 Run Volunteer Training Courses.
- 2 Compile a List of Volunteers (*Resource Materials 7*). Ensure all have passed CRB/Disclosure Scotland checks.
- 3 Issue Volunteer Identification Badges.
- 4 Allocate children to volunteers (*Resource Materials 4*).
- 5 Discuss timetabling of training with volunteers and draw up a training schedule for each school (*Resource Materials 5*). Keep a record on the schedule of who is taking the children out on a week by week basis.
- 6 Try to get all volunteers in a particular school to come along on the same day.
- 7 Stagger training days across schools so that they are not all out at the same times. This will make monitoring easier.
- 8 Issue a copy of the Training Schedule to head and class teachers.
- 9 Issue schools with a copy of the Volunteer List.

## Weeks 11-12

- 1 Run Introductory Meetings.
- 2 Issue Volunteer Personal Details forms and CRB/Disclosure Scotland forms. State a date for their return and arrange a date to assist volunteers in completing the CRB/Disclosure forms if required. Send these forms off for processing as soon as they are completed.
- 3 Draw up a Programme for the Volunteer Training Courses in consultation with volunteers (school availability will have been previously checked).
- 4 Arrange for children to be available in each school to assist in training.
- 5 Provide each school with details of the programme and your requirements (accommodation, overhead projector, etc.)
- 6 Arrange for tea and coffee to be available.

## Weeks 17-22

- 1 Volunteers run Safe Places Training - one morning or afternoon per school. Devise a programme of Monitoring Visits (arrange this so as to maximise contact with each group of volunteers).
- 2 Make sure volunteers have contact details (phone numbers, etc.)
- 3 Note and take action on any difficulties raised.
- 4 Note absences (both trainers and trainees) on the Training Schedule (*Resource Materials 5*). Make arrangements to deal with this.
- 5 Contact volunteers by phone to keep in touch if you have not had a recent monitoring visit, or if difficulties have been noted.

## Resource Materials 2: Sample Consent Letters

Initial letter

To: Parent/Guardian  
From:

**Kerbcraft Road Safety Training Scheme**

Dear Parents/Guardians

Your child's school has been chosen to take part in the new Kerbcraft Road Safety Training Scheme and your child is being offered the opportunity to take part. The scheme involves training children at the roadside in small groups under the supervision of an adult. They will be supervised (a ratio of one adult to a **maximum** of three children) and will be wearing high visibility tops whilst being trained.

For your child to be able to take part you should sign the form below and return it to the class teacher. It would be a great help to have the forms returned as soon as possible. *Please note that we cannot train your child unless you return this form.*

Please remember that this training is a long-term project and is preparing children for future safety on the road. We strongly recommend that they be supervised by an adult outside school hours and be accompanied by an adult whenever crossing the road.

I give permission for ..... (name) to take part in the Road Safety Scheme. I understand that my child will be properly supervised.

Signed..... Parent/Guardian

The more adult volunteers we have, the more children can benefit from training. Without enough volunteers we are unable to train everyone. If you have an hour a week to spare and would be interested in helping the scheme, please fill in the section below.

I ..... (name) would/would not \* be interested in helping out with the scheme.

Telephone number (if interested).....

\* please delete as appropriate  
Yours faithfully

From:

**HELP TEACH THE SKILLS THAT SAVE LIVES!**

Dear Parents/Grandparents

The Year One children in ..... School are taking part in the Kerbcraft Road Safety Scheme. To enable the scheme to succeed, we urgently need volunteers who are parents of children in the school to help us out.

**Without you, it cannot go ahead.**

We need you to attend a training session, and then help train the children once a week over a six week period. The training will take place in the streets around the school and you will need to allow about one hour.

We will arrange times to suit you. If you think you would like to help, please fill in the tear-off slip below and return to school by .....

I look forward to meeting you.

Name (Parent) .....

Child's Name and Class .....

School .....

Yes, I would like to help

Days I can help .....

Telephone .....

To: Parent/Guardian  
From:

**Kerbcraft Road Safety Training Scheme**

Dear Parents/Guardians

As you may know, your child's school has been involved in the Kerbcraft Road Safety Training Scheme for the last year. This scheme will continue throughout the next school year. The scheme involves roadside training for children in small groups. They will be well supervised (a ratio of one adult to a **maximum** of three children) and will be wearing high visibility tops whilst being trained.

For your child to be able to take part you should sign the form below and return it to the class teacher. It would be a great help to have the forms returned as soon as possible. *Please note that we cannot train your child unless you return this form.*

Please remember that this training is a long-term project and is preparing children for future safety on the road. We strongly recommend that they be supervised by an adult outside school hours and be accompanied by an adult whenever crossing the road.

I give permission for ..... (name) to take part in the Road Safety Scheme. I understand that my child will be properly supervised.

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The more adult volunteers we have, the more children can benefit from training. Without enough volunteers we are unable to train everyone. If you have an hour a week to spare and would be interested in helping the scheme, please fill in the section below.

I ..... (name) would/would not \* be interested in helping out with the scheme.

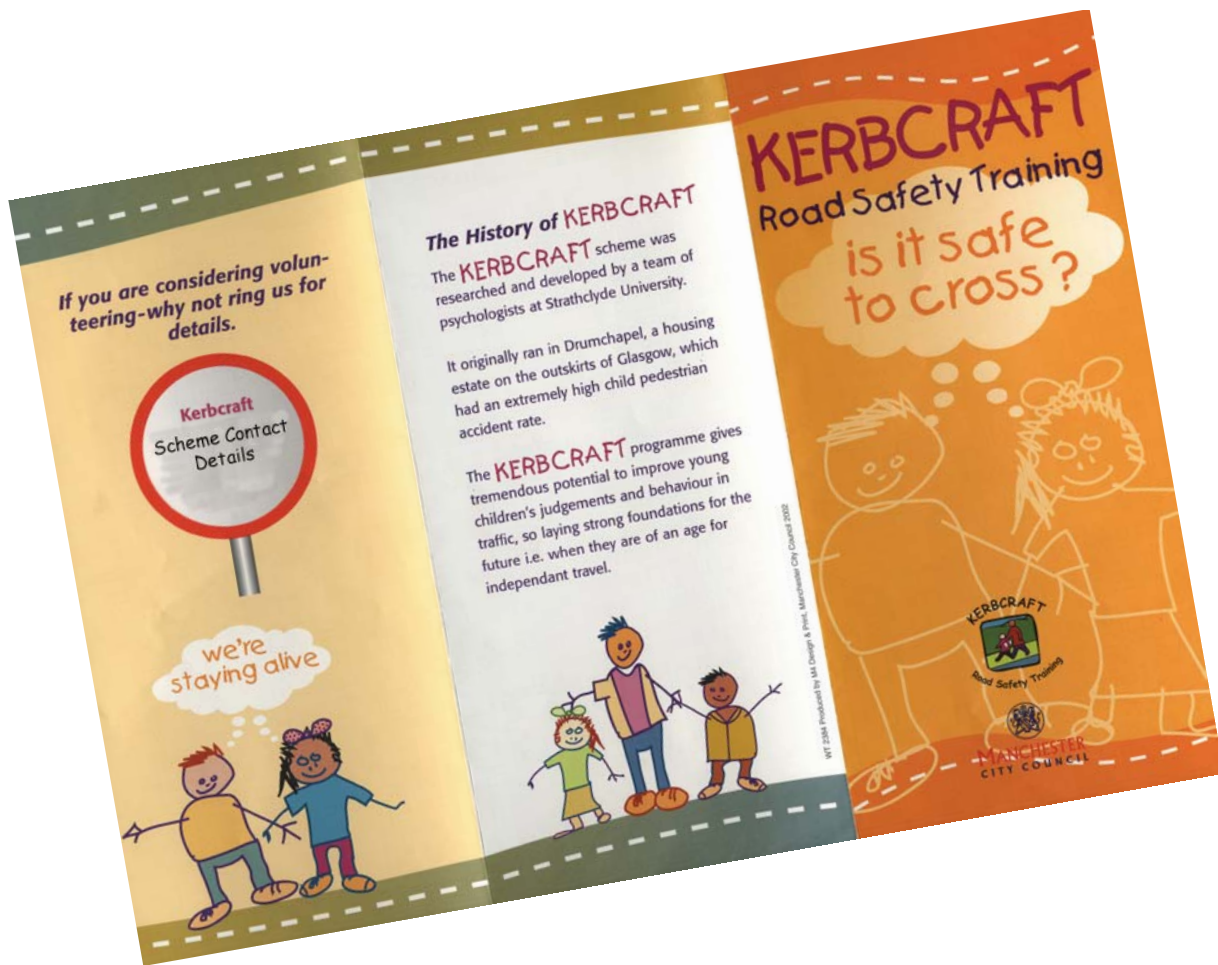
Telephone number (if interested).....

\* Please delete as appropriate  
Yours faithfully

Letter for second or third phase

Further call for volunteers

Resource Materials 3:  
Sample Information Leaflet





**Resource Materials 4:  
Class List**

<b>Class List</b>		<b>Kerbcraft</b>	
<b>Local Authority:</b>	<input type="text"/>	<b>School:</b>	<input type="text"/>
		<b>Class:</b>	<input type="text"/>
	<b>Child's name</b>		<b>Child's name</b>
1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

form 1 class listv2.doc

**Resource Materials 5: Training Schedule**

**Training Schedule**

**Kerbcraft**

Local Authority:

Skill:

--	--

Trainer	Child	Session No.					
		1	2	3	4	5	6

Trainer	Child	Session No.					
		1	2	3	4	5	6

Trainer	Child	Session No.					
		1	2	3	4	5	6

Trainer	Child	Session No.					
		1	2	3	4	5	6

Trainer	Child	Session No.					
		1	2	3	4	5	6

Trainer	Child	Session No.					
		1	2	3	4	5	6

**Resource Materials 6: Volunteer Personal Details Form**

**Volunteer Form**

Name

Address

Telephone number

Days and times available


Child's name

Class

School





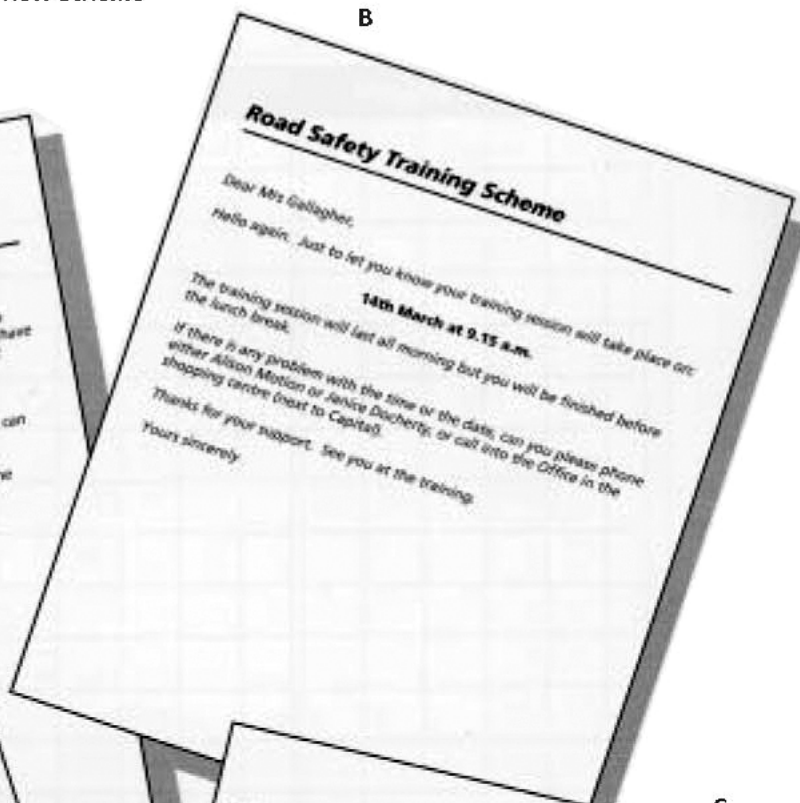
## Resource Materials 9: Sample Letters to Volunteers

- A Invitation to initial short meeting
- B Invitation to training course
- C Invitation to existing volunteers to take part in phases 2 and 3
- D Invitation to existing volunteers to take part in a new scheme

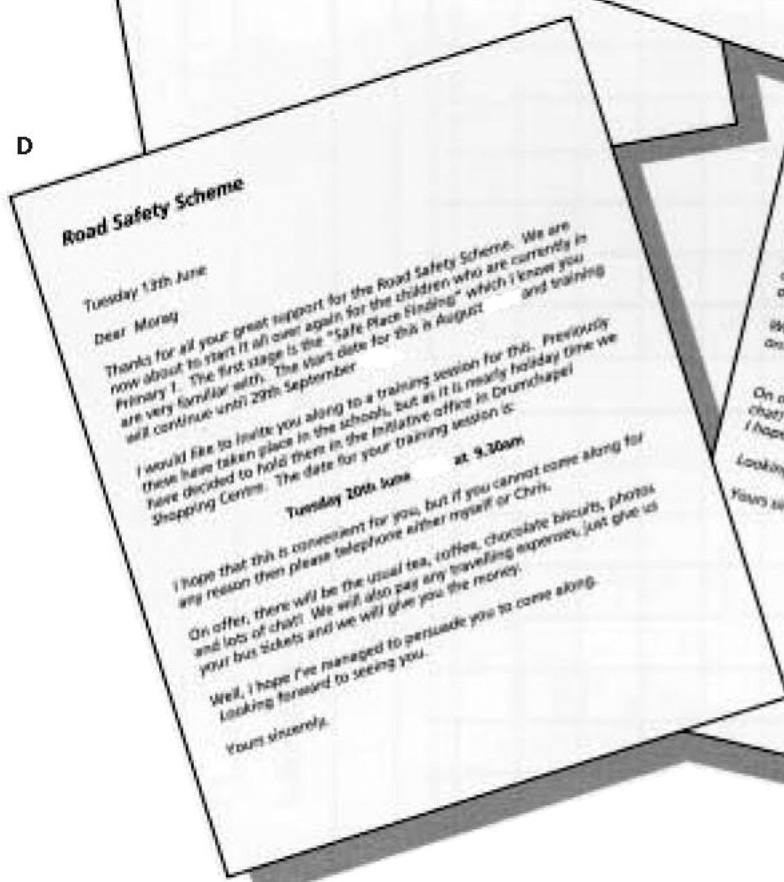
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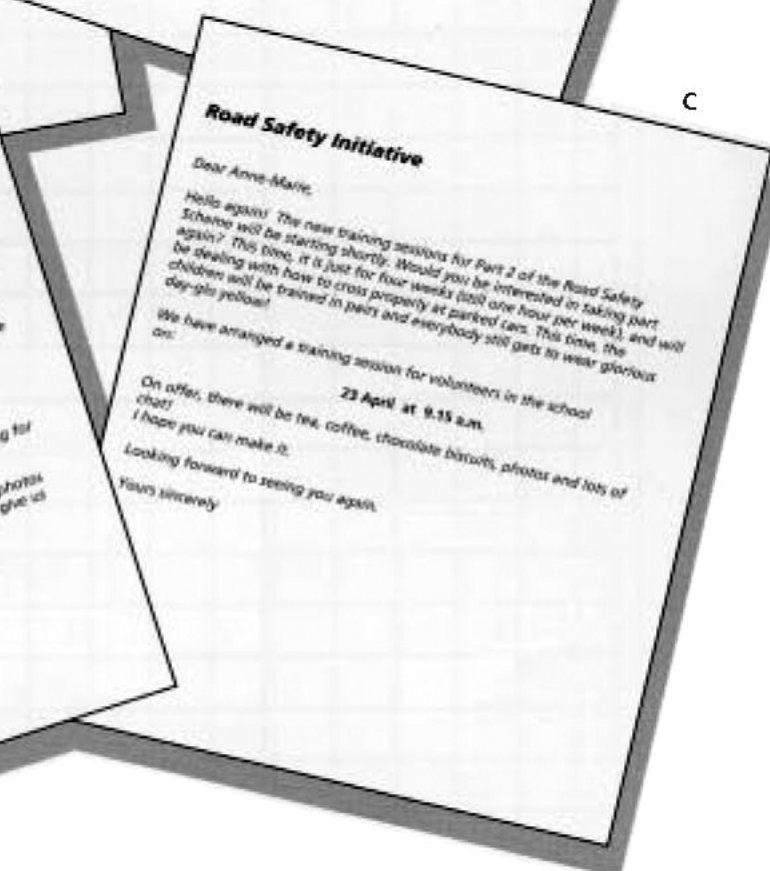
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