TEACHER’S GUIDE
Level 2 – Scottish Cycle Training Scheme
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Introduction

This guide is an important part of the Scottish Cycle Training Scheme. It has been designed to support the practical training aspect of the course but can also be used with pupils who are not participating in the training.

The Scottish Cycling Training Scheme fits in to the second level of the Health and Wellbeing Experiences and Outcomes within Curriculum for Excellence.

The Scottish Cycle Training Scheme can be used alongside other resources, such as Sustrans ‘Safer Routes to Schools’ and Cycling Scotland’s ‘GoByCycle’. Cycle training progression links are included in the contacts section at the end of this booklet.

The Scottish Cycle Training Scheme can also be used to promote an understanding of the role of cycling as an environmentally sustainable and healthy form of transport as part of the ‘Health Promoting Schools’ and ‘Eco-Schools’ initiatives.

For pupils, the emphasis should be on cycling as a problem-solving activity rather than a series of rules. Pupils should also be encouraged to think through cycling safety in relation to the wider safety implications of making a journey. Safe cycling should be developed as a strategic approach and as a means to enjoying all of the benefits that cycling can bring.

The Scottish Cycle Training Scheme objectives are to:

→ promote an understanding of the rules of the road, particularly as these apply to cyclists
→ encourage the development of a responsible attitude in cyclists towards the care and maintenance of their bicycles
→ encourage a consideration of the risks and responsibilities of cycling
→ enable cyclists to cope with common road and traffic situations involving decision-making
→ promote an understanding of the role of cycling as a healthy and environmentally sustainable form of transport.

Links to activities in Streetsense2 and www.streetsense2.com are identified in some of the worksheets in this Guide.
The Scottish Cycle Training Scheme: Health and Wellbeing Experiences and Outcomes

MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING
Physical wellbeing
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.
- I know and can demonstrate how to travel safely.

(This applies to all kinds of travel – whether on foot, bicycle, motor vehicles or public transport. To support the reduction of road accidents, it is the responsibility of all adults to teach and encourage good road safety practice and to reinforce this by modelling appropriate behaviour.)

PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT
Physical activity and health
- I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.

Physical activity and sport
- I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.

(Learners are provided with the opportunity to develop physical activity and sport in the classroom, in the school and during travel such as walking and cycling, in the outdoor environment and in the community.)

PLANNING FOR CHOICES AND CHANGES
- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me prepare for the next stage in my life and learning.

(It is the responsibility of all adults working together to support learners.)
## LINKS BETWEEN PRACTICAL & CLASSROOM LESSONS

### Practical (Trainer's Guide)

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<tr>
<th>Lesson 1: Preparing for the Road</th>
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<table>
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<th>Lesson 2: Starting and Stopping</th>
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<tbody>
<tr>
<td>There is no specific worksheet for this lesson.</td>
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<table>
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<th>Lesson 3: Left Turn – Uncontrolled &amp; Controlled</th>
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<th>Lesson 4: Overtaking</th>
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<th>Lessons 7 &amp; 8: Revision &amp; Role of Road User</th>
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**Classroom (Trainer’s Guide)**

<table>
<thead>
<tr>
<th>Worksheet 1: Cycle Maintenance</th>
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</thead>
</table>
| Worksheet 2: Understanding Minor & Major Roads  
(this worksheet should ideally be completed before the following practical Left Turn and Right Turn lessons begin) |
| Worksheet 3(a): Left Turn – Road Position  
Worksheet 3(b): Controlled Left Turn – Road Priorities  
Worksheet 3(c): Uncontrolled Left Turn – Road Priorities |
| Worksheet 4: Road Position |
| Worksheet 5(a): Controlled Right Turn – Road Position  
Worksheet 5(b): Controlled Right Turn – Road Priorities |
| Worksheet 6(a): Uncontrolled Right Turn – Road Position  
Worksheet 6(b): Uncontrolled Right Turn – Road Priorities (1)  
Worksheet 6(c): Uncontrolled Right Turn – Road Priorities (2) |
| Worksheet 7(a): Road Markings & Traffic Lights  
Worksheet 7(b): Traffic Signs  
Worksheet 7(c): Risks & Responsibilities  
Worksheet 7(d): The Environment  
Worksheet 8: Your Personal Risk Assessment |

Interactive SCTS activities are available at: [www.prometheanplanet.com](http://www.prometheanplanet.com)
Cycle Maintenance

TEACHER’S NOTES
Further resources:
www.streetwiseguys.co.uk game – ‘On your bike’
www.talesoftheroad.direct.gov.uk/cycling-safety.php

STREETSENSE2
C4 – Ways of Travelling Safely

ANSWERS
to Worksheet 1: Cycle Maintenance
1 Saddle 2 Bell
3 Handlebars 4 Brake lever
5 Brake blocks 6 Front fork
7 Spokes 8 Tyre
9 Frame 10 Pedals
11 Chain 12 Light
13 Reflector

INFORMATION FACT BOX
Over 80 per cent of motorists are concerned about pollution and traffic congestion, and 92 per cent agree that cars are harmful to the environment.
Worksheet 1: Cycle Maintenance

Write down the names of the bicycle parts beside each number.
Safe road positioning
Cyclists must be positioned far enough from the kerb to avoid drains, puddles, rubbish, etc. When cycling straight along, they should aim to cycle at least 60-90cms from the kerb. Cyclists also want to make sure that they are in the driver’s line of vision, so that drivers can see them properly.

ANSWERS

Diagram 1
A – Major
B – Minor

Diagram 2
A – Minor
B – Major

Diagram 3
A – Major
B – Minor
Worksheet 2: Understanding Minor & Major Roads

Look at the diagrams below and label the junctions correctly with the words minor and major.

1

2

3
**TEACHER’S NOTES**

**Safe road positioning**
Cyclists must be positioned far enough from the kerb to avoid drains, puddles, rubbish, etc.

When cycling straight along, cyclists should aim to be at least 60-90cms from the kerb.

Cyclists also want to make sure that they are in the driver’s line of vision, so that drivers can see them properly.

**Road priorities**
As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left; (3) turning right.

---

**Left Turn**

**ANSWERS**

to Worksheet 3(b):
**Controlled Left Turn – Road Priorities**

A (2)
B Cyclist should have right of way – on the road, the person turning left should always go before the person turning right.

Discuss safety implications. The cyclist must be looking ahead and be aware of what the driver might do. The driver will know that the cyclist has right of way, however, may still try to cut across the cyclist. The cyclist should look properly into the junction, be confident and make a safe left turn.

---

**ANSWERS**

to Worksheet 3(c):
**Uncontrolled Left Turn - Road Priorities**

A Cyclist.
B Cyclist has right of way – on the road, the person turning left should always go before the person turning right.
C Lorry might cut across.
D Perform emergency stop if necessary and restart safely.

Discuss safety implications. The cyclist must be looking ahead and be aware of what the driver might do. The driver will know that the cyclist has right of way, however, may still try to cut across the cyclist. The cyclist should look properly into the junction, be confident and make a safe left turn.
Worksheet 3(a): Left Turn – Road Position

Starting at the star *, draw a line to show what road position you would follow to turn left into the minor road. Finish at the double star **.

Starting at the star *, draw a line to show what road position you would follow to turn left at this controlled junction. Finish at the double star **.
Worksheet 3(b): Controlled Left Turn – Road Priorities

Look at the diagrams and answer the questions. Make sure you check your answers with your teacher or cycle trainer.

A cyclist gets on his bike at the shops and is going to cycle home. He has two left turns to make to get home safely, and knows that he must watch all other traffic carefully. Although he knows that there are road rules which explain road priorities (who gets to make their turn first), he knows that he should be aware of road users who might not stick to the rules.

The cyclist is turning left into Main Street at the green signal at the traffic lights. A car driver wants to turn right into Main Street and also has a green signal.

A  Who gets to make their turn first? [Tick one box]

(1) □ the car driver
(2) □ the cyclist

B  Why? ........................................................................................................................................................................

........................................................................................................................................................................

........................................................................................................................................................................
Worksheet 3(c): Uncontrolled Left Turn – Road Priorities

Look at the diagrams and answer the questions. Make sure you check your answers with your teacher or cycle trainer.

After completing his turn at the traffic lights, the cyclist gets ready to turn left into Mill Street where he lives. A lorry is waiting to turn right into Mill Street too.

A  Who gets to make their turn first? ____________________________________________

B  Why? ____________________________________________________________________

C  What do you think could happen in this situation? ________________________________

D  What would the cyclist have to do then? ______________________________________

____________________________________________________________________________
**TEACHER’S NOTES**

Before overtaking a stationary vehicle, cyclists should be aware that the vehicle might start off or reverse without warning. A driver or passenger might suddenly open a door; a pedestrian might step out unexpectedly – cyclists should look out for any signs of this.

They should be encouraged to be aware of any movements inside or beside the vehicle, which might affect their safety.

They should also leave room on the approach and not get too close to the vehicle.

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**Overtaking**

1 ➔ Look
2 ➔ Signal
3 ➔ Two hands on the handlebars
4 ➔ Lifesaver
5 ➔ Manoeuvre
Worksheet 4: Overtaking

Look at the diagram below and mark out the correct road position a cyclist would take to overtake the stationary vehicle. Start at the star * and finish at the double star **.
**TEACHER’S NOTES**

**Safe road positioning**

Cyclists must be positioned far enough from the kerb to avoid drains, puddles, rubbish, etc.

When cycling straight along, cyclists should aim to be at least 60-90cms from the kerb.

Cyclists also want to make sure that they are in the driver’s line of vision, so that drivers can see them properly.

**Road priorities**

As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left; (3) turning right.

---

1 ➔ Look  
2 ➔ Signal  
3 ➔ Two hands on the handlebars  
4 ➔ Lifesaver  
5 ➔ Manoeuvre
Look at the diagram below and decide the correct route a cyclist would take to turn right at the stop junction. Mark out the correct road position starting at the star * and finish at the double star **.

Worksheet 5(a): Controlled Right Turn – Road Position
**TEACHER’S NOTES**

**Road priorities**
As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users *might* do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left; (3) turning right.

**Safe road positioning**
Cyclists should begin preparation for this manoeuvre as early as possible. As they move towards the centre of the road, cyclists must make sure they do not get too close to the centre lane lines. It would not be sensible to have the signal arm encroaching on the lane of oncoming traffic.

**ANSWERS**

to Worksheet 5(b);
**Controlled Right Turn – Road Priorities**

A  [3]  
B  Cyclists should wait until road is clear from both directions.  
C  [1]  
D  Cyclists should wait until road is clear from both directions.
Worksheet 5(b): Controlled Right Turn – Road Priorities

Look at the diagram below and answer the questions. Make sure you check your answers with your teacher or cycle trainer.

Here, we see a cyclist about to make a right turn from a minor to a major road.

A  Before making the right turn into Broad Street, what must the cyclist do? (Tick one box)
   (1) [ ] wait for vehicle A to clear the junction
   (2) [ ] wait for vehicle B to clear the junction
   (3) [ ] wait for vehicle A, B and C to clear the junction

B  Why? ........................................................................................................................................

C  If vehicle A was turning left into the minor road instead of going straight on, what should the cyclist do?
   (1) [ ] wait until vehicle A has made its turn, and vehicles B and C are away from the junction
   (2) [ ] let vehicle B pass the junction and turn when vehicle A is turning left

D  Why? ........................................................................................................................................
Uncontrolled Right Turn—Road Position

**TEACHER’S NOTES**

**Safe road positioning**

Cyclists should begin preparation for this manoeuvre as early as possible. As they move towards the centre of the road, cyclists must make sure they do not get too close to the centre lane lines. It would not be sensible to have the signal arm encroaching on the lane of oncoming traffic.

**Road priorities**

As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.


1 ➔ Look
2 ➔ Signal
3 ➔ Two hands on the handlebars
4 ➔ Lifesaver
5 ➔ Manoeuvre
Look at the diagram below and decide the correct route a cyclist would take to turn right from the major to the minor road. Mark out the correct road position starting at the star * and finish at the double star **. Mark with a ^ the point where you must give the lifesaver look behind before you turn.
Uncontrolled Right Turn – Road Priorities

TEACHER’S NOTES

Road priorities
As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left; (3) turning right.

Safe road positioning
Cyclists should begin preparation for this manoeuvre as early as possible. As they move towards the centre of the road, cyclists must make sure they do not get too close to the centre lane lines. It would not be sensible to have the signal arm encroaching on the lane of oncoming traffic.

ANSWERS

to Worksheet 6(b):
Uncontrolled Right Turn – Road Priorities (1)

A High Street is a major road and Green Street is a minor road with a ‘Give Way’ junction.
B Cyclist B.
C Cyclist B has right of way.
D A car, or any other traffic, turning from the minor road at the top left of diagram.

ANSWERS

to Worksheet 6(c):
Uncontrolled Right Turn – Road Priorities (2)

A This is quite a dangerous situation and needs a lot of skill and judgement. It is sometimes safer to turn behind the vehicle, but many drivers will pass in front of the cyclist. The cyclist would be safer to wait until the vehicle turns. If there was a queue of traffic behind the vehicle, they would generally turn in front of the cyclist.
B If the road is very busy, or drivers do not give way, it may be better for the cyclist to signal to stop and get off the bike at the kerb. The cyclist should push the bike across the road at a suitable crossing point, remembering to keep looking while crossing.
Look at the diagram below and answer the questions. Make sure you check your answers with your teacher or cycle trainer.

Worksheet 6(b): Uncontrolled Right Turn – Road Priorities (1)

A What do the road markings at the junction of Green Street with High Street tell us?

B Cyclist A is turning right from Green Street into High Street. Cyclist B is turning right from High Street into Green Street. Who should make their turn first – cyclist A or cyclist B?

C Why?

D What should cyclist A be looking out for once the turn has been made?
Look at the diagram below and answer the questions. Make sure you check your answers with your teacher or cycle trainer.

A Both the cyclist and the vehicle want to turn right here. Draw the route you think they should take.

B What might be safer for the cyclist to do if a junction was very busy with turning traffic?
TEACHER’S NOTES
Road Markings, Traffic Lights and Traffic Signs
Knowing The Highway Code is important for all road users. Part of the message about safe cycling is that pupils should recognise that, when they use their bike on the road, they are subject to the same set of rules as all vehicles. Pupils should be made aware of the messages road signs convey, and should understand about the shapes and colours associated with particular types of signs.

To successfully complete the Scottish Cycle Training Scheme, teachers should aim to cover the following minimum criteria. However, teachers may wish to introduce additional activities in connection with The Highway Code.

Objectives
1 The pupils should be able to identify and name the road signs in ‘Tales of the Road – A Highway Code’, including:
   Ahead only, No vehicles, No entry for vehicles,
   No cycling, No pedestrians, Give way, Pedal
   cycles only, Crossroads, Keep left, No right turn.
2 The pupils should be able to distinguish between ‘Give way’ and ‘Stop’ lines and explain the required action for each.
3 The pupils should be able to demonstrate that they know the sequence of traffic lights and the meaning of each signal.

Worksheet 7(a) and (b)
Streetsense Activity 5
www.streetsense2.com
[click on the ‘Second’ button and choose the Road Signs and Travelling Safely activities]

Further Resources:
’Tales of the Road – A Highway Code’
http://talesoftheroad.direct.gov.uk/

ANSWERS
to Worksheets 7(a) & 7(b):
Revision & Role of Road User

Worksheet 7(a):
‘Give way’ line – b),
‘Stop’ line – b),
red; red and amber; green
green; amber; red
stop; stop; go if safe; stop

Worksheet 7(b):
b),b),a),c),a),c),b),a)

INFORMATION FACT BOX
By reading and following the rules of The Highway Code you can help reduce injuries on our roads.
Worksheet (7)a: Road Markings & Traffic Lights

This is a .................. line

This means that you must
a) stop at all times
b) give way to traffic on the major road
c) ignore it. This only applies to motor vehicles

This is a .................. line

This means that you must
a) only stop when necessary
b) always stop
c) approach slowly but keep going if the road is clear

Colour the following traffic lights in the correct sequence

Starting with the red light

Starting with the green light

Red means ..................................................

Red and amber means ...........................................

Green means ...................................................

Amber alone means ............................................
Worksheet 7(b): Traffic Signs

You will need a red, a blue and a black colouring pencil or felt pens for this activity. Colour 🟥 red; 🌊 blue; 🖱 black. Tick the correct meaning for each of the road signs.

1. a) Parade ahead
   b) Road works
   c) Parking control

2. a) National speed limit
   b) No entry for vehicles
   c) School entry

3. a) Ahead only
   b) Roundabout ahead
   c) Cycle route ahead

4. a) Cyclist has priority
   b) No vehicles
   c) Give way to traffic on major road

5. a) No cycling
   b) Speed limit area
   c) No motor vehicles

6. a) Cyclists only
   b) Separated track for pedal cycles and pedestrians
   c) Shared route for pedal cycles and pedestrians only

7. a) No cycling
   b) Cycle route ahead
   c) Dangerous cyclists

8. a) Pedestrian crossing ahead
   b) Off-road track
   c) No pedestrians

9. Draw the sign which means recommended route for pedal cyclists
Risks and Responsibilities

TEACHER’S NOTES

Road priorities
At this stage, work should be directed at developing pupils’ understanding of the responsibilities of cyclists as road users. When a bike is used on the road it becomes a vehicle and the cyclist must take responsibility for controlling it, as well as demonstrating respect for other road users.

Risk-taking can be introduced along with peer pressure and other influences on pupils’ behaviour. A cyclist is more vulnerable than some road users, but pupils can be made aware that if they cycle safely this can be minimised. The cyclist must be reminded that other road users such as the elderly, disabled people or parents pushing prams are vulnerable to inconsiderate cycling practice.

In this learning outcome pupils will develop a scenario made up of different incidents. Using local features, the pupils should describe a cycle journey they might make in which a series of (likely) events occurred. These should include car doors opening in front of the cyclist, a driver not indicating, the temptation to cycle through a red light at a pelican crossing or a cyclist riding off the pavement. The pupils should be asked to suggest the best thing to do and the cycle skills that they would require. The pupils should explore all possible consequences of actions of any road users involved in this scenario.

Possible Objectives
The pupils should be able to identify situations where cyclists may come into conflict with other road users. They should suggest ways to avoid / minimise such situations. The pupils should be able to do a mini ‘risk assessment’ on themselves as cyclists and develop a personal action plan which they could implement.

Further Resources:
Streetsense2 C4 – Ways of Travelling Safely
www.streetsense2.com
http://talesoftheroad.direct.gov.uk/

ANSWERS

to Worksheet 7(c): Risks and Responsibilities

A Old lady, mother with small child, pedestrians, children, etc.
B Reversing van, car not indicating / to turn left, dog running out, pedestrian stepping out, etc.
C Slow down, be aware, look and listen, wear a helmet, have bike in good condition, etc.

INFORMATION FACT BOX

Cycling can prevent obesity and contributes towards a healthy heart.
Worksheet 7(c): Risks and Responsibilities

A Look at the picture above and list three people who are vulnerable road users (people who may be in more danger on the roads because they may be very young or old, or may be weaker in some way than other road users).

1

2

3

Discuss your list with some of the other pupils in the class. Do you all agree?

B Cyclists can sometimes be in danger from other road users. Look at the picture – list three examples of when a cyclist could be in danger from another road user?

1

2

3
C In each of the situations you have described above, what could the cyclist do to make things less dangerous?

1

2

3

Discuss your list of ideas with some of the other pupils in your class. Do you all agree? If not, which do you think are the most important things to do to be safe?
**TEACHER’S NOTES**
This session is designed to help pupils evaluate the advantages and disadvantages of different modes of transport. They might be asked first to suggest all the different forms of transport they can use and then categorise each one as appropriate for different types of journey. Finally, they should be asked to consider the health and environmental impact of the chosen mode of transport. This could be done as a discussion exercise, involving the whole class.

<table>
<thead>
<tr>
<th>Mode of Transport</th>
<th>Type of journey (e.g. shopping trip, visiting friends who live in the next street)</th>
<th>Health and environmental impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ferry/Train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INFORMATION FACT BOX**
Road traffic and aviation emissions are the biggest causes of the main greenhouse gas, CO₂.
Discussion should be guided on the issue of the health benefits of regular exercise, costs, practicality, safety considerations, knowledge or skills required and environment.

The pupils should then work in groups on the task of finding the best routes for a cyclist between a series of points. They could be given enlarged maps of the area and a series of journeys to be made. They should explain their answers.

**POSSIBLE OBJECTIVES**
The pupils should be able to list the advantages and disadvantages of various modes of transport for a series of different journeys. Additionally, the pupils should be able to show evidence of ability to plan a short journey in their own area bearing in mind the need for safety.

**Further resources:**
STREETSENSE2
C4 – Ways of Travelling Safely
www.streetsense2.com
http://talesoftheroad.direct.gov.uk/
Think about the best way of travelling on the four different journeys below. Complete the table, giving what you think is the best way to travel and why. Think about health, safety, cost and the environment. If the choice is not easy and you can think of two equally good ways, write them both down, giving your reasons.

<table>
<thead>
<tr>
<th>Journey</th>
<th>Best way to travel, and why you chose that way to travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit to a friend in same street</td>
<td></td>
</tr>
<tr>
<td>Trip to local shops</td>
<td></td>
</tr>
<tr>
<td>Travel to local sports event</td>
<td></td>
</tr>
<tr>
<td>Travel to school</td>
<td></td>
</tr>
</tbody>
</table>

Make a plan for one of the journeys above, marking the safest cycle journey between two points on your plan. Remember that the safest journey may not be the shortest or fastest. Describe the choices you have made.
Worksheet 8: Your Personal Risk Assessment Sheet

NAME...........................................................................................................        DATE.............................................................

1  Do you think that cycle training will make you a better road user?
   Yes ☐ No ☐ Don’t know ☐

2  Which cycling activities do you like best?
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   Why? __________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

3  Thinking about roads and traffic, tick the box that is most like the area where you live:
   Very dangerous ☐
   Dangerous ☐
   Fairly dangerous ☐
   Safe ☐
   Very safe ☐
   Say why you’ve picked this one.
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
4 How do you rate yourself as a road user?

- Very careful
- Careful
- Careless
- Very careless

Why? ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5 If you have been, or nearly been, in a cycling accident, describe what happened. Who do you think was to blame?

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........................................................................................................................................
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........................................................................................................................................
........................................................................................................................................

6 Write down two things that you think you do well as a cyclist.

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........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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7 How do you think you can become an even better cyclist?

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........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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Use an extra sheet of paper if you need more space.
### Useful Contacts

| **Road Safety Scotland** | www.roadsafetyscotland.org.uk  
Hariot Watt Research Park (North)  
Riccarton  
Currie  
Edinburgh  
EH14 4AP  
Tel: 0131 472 9200  
Fax: 0131 472 9201  
Email: enquiries@roadsafetyscotland.org.uk |
<table>
<thead>
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<tr>
<td><strong>Road Safety Officer</strong></td>
<td><a href="http://www.roadsafetyscotland.org.uk/about/units.asp">www.roadsafetyscotland.org.uk/about/units.asp</a></td>
</tr>
<tr>
<td>Log onto this address to find out who your local road safety officer is.</td>
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| **DfT Free Literature** | www.thinkroadsafety.gov.uk  
PO Box 236  
Wetherby  
LS23 7NB  
Tel: 0870 122 6236  
The DfT provides all resources free to schools in the UK  
Email: dft@twoten.press.net |
| **Cycling Scotland** | www.cyclingscotland.org  
24 Blythswood Square  
Glasgow  
G3 4BG  
Tel: 0141 229 5350  
Email: info@cyclingscotland.org |
| **Sustrans** | www.sustrans.org.uk  
Safer Routes to Schools  
20 Union Street  
Edinburgh  
EH1 3LR  
Tel: 0131 539 8122  
Email: schools@sustrans.org.uk |
| **www.streetwiseguys.co.uk** |  
**www.jrso.com**  
**www.streetense2.com**  
**www.a2bsafely.com** |
<table>
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<tr>
<th><strong>Sportscotland</strong></th>
<th><strong><a href="http://www.sportscotland.org.uk">www.sportscotland.org.uk</a></strong></th>
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<tbody>
<tr>
<td>Doges</td>
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<tr>
<td>Templeton on the Green</td>
<td></td>
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<tr>
<td>62 Templeton Street</td>
<td></td>
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<tr>
<td>Glasgow</td>
<td>G40 1D4</td>
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<tr>
<td>Tel: 0141 534 6500</td>
<td>Fax: 0141 534 6501</td>
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<td><strong>Health Promoting Schools</strong></td>
<td><strong><a href="http://www.ltscotland.org.uk/healthpromotingschools">www.ltscotland.org.uk/healthpromotingschools</a></strong></td>
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<tr>
<td>Scottish Health Promoting Schools Unit</td>
<td></td>
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<tr>
<td>Gardyne Road</td>
<td></td>
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<tr>
<td>Dundee</td>
<td>DD5 1NY</td>
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<tr>
<td>Telephone: 01382 443684</td>
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<td>Fax: 01382 443628</td>
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<td><strong>OTHER USEFUL WEBSITES:</strong></td>
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<td><strong><a href="http://www.bhit.org">www.bhit.org</a></strong></td>
<td>Bicycle Helmet Initiative Trust</td>
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<tr>
<td><strong><a href="http://www.chooseanotherway.com">www.chooseanotherway.com</a></strong></td>
<td>The Scottish Government – promoting more sustainable travel choices</td>
</tr>
<tr>
<td><strong><a href="http://www.ctc.org.uk">www.ctc.org.uk</a></strong></td>
<td>The UK’s National Cyclists’ Organisation</td>
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Notes