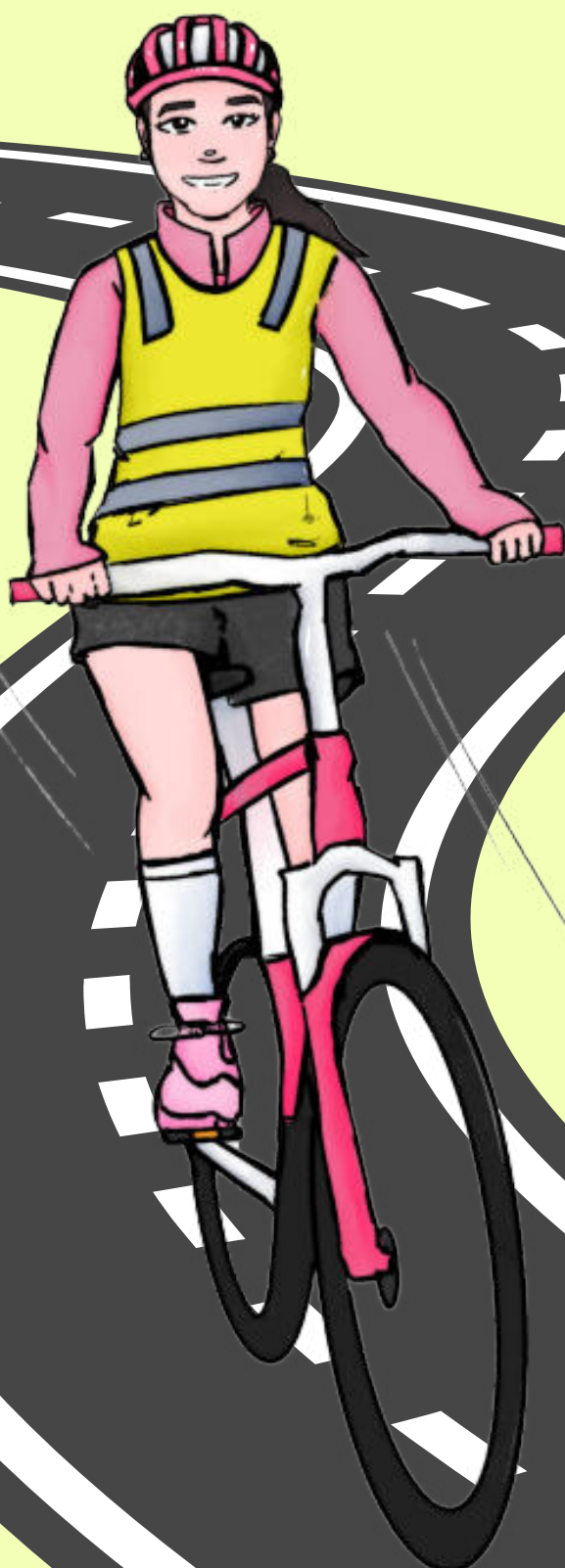




e·GREEN



TRAINING FOR TEACHERS AND ROAD SAFETY CAMPAIGN



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This material consists of four main chapters. **Indoor activities**, three thematic areas presenting both the necessary theory and engaging activities to reinforce knowledge. **Outdoor activities**, eleven different playground activities that allow you to put the theory into practice in a fun and safe way. **Creative activities**, ideas for things you can do to add to the theme and encourage deeper reflection on bike and scooter safety. And last but not least, a **sample schedule** that you can use as inspiration when putting together your schedule for the week. However, you can choose the specific form of the schedule yourself – select from the activities listed and create lessons that will suit your needs precisely!





INDOOR ACTIVITIES

On this chapter, you will find three main topics: Basic traffic rules and maneuvers, Safety and maintenance, and Planning a bicycle route. For each topic, you will find recommended theory, suggested instructional videos, and an activity to reinforce the knowledge. The E-Green manual, E-Green presentation, as well as instructional videos referenced in the theory section, can be found at www.egreenproject.eu

Whatever form your lesson takes, we recommend leaving a few minutes at the end for **concluding questions or discussion** to **reinforce what has been learned**. You can ask questions such as:

- *What new did you learn today?*
- *What did you (not) enjoy and why?*
- *What will you do differently when riding your bike after today?*

BASIC TRAFFIC RULES AND MANEUVERS

Basic Traffic Rules Theory



Recommended materials:

- Basic traffic rules (E-Green manual, pages 17 - 28)
- Emphasize the importance of the following: Basic manoeuvres (turning right and left), right of way, yield sign, stop sign, traffic lights, policeman
- You can use E-Green presentation slides 2-8 (videos included)



Videos:

- “Traffic signs and their interpretation” (video 2)
- “Using bicycles and scooters in designated lanes” (video 3)

Activity: Traffic Signs “Who am I?”



Duration: 20 minutes



Needed: Small papers, crayons, markers, or colored pencils



Instructions:

- Divide the students into pairs.
- Each student draws a traffic sign on a piece of paper and writes its name.
- Then they exchange papers with their partner (without looking at the pictures) and place them on their forehead (so that the picture is visible).
- Students take turns asking each other questions. The goal is for each student to find out what sign they have on their forehead. They can use questions such as “Is this sign usually found at an intersection?”, “Does this sign tell me where I can or can not go?” and so on.



Tip: You can collect pictures of traffic signs from all students and place them in a helmet. Each student then draws a sign, without looking at it. Then they work in pairs to guess what the sign is.

PLANNING A BICYCLE ROUTE

Route Planning Theory



Recommended materials:

- Route planning (E-Green manual, page 63)
- Emphasize key factors to consider: consider traffic volume, road conditions, potential hazards, and weather.
- You can use E-Green presentation slides 16-18 (videos included)



Videos:

- “Planning your journey and best routes” (video 6)
- “Respect for pedestrians” (video 4)

Activity: Plan Your Route



Duration: 30 minutes



Needed: Maps (preferably a local map where the students can mark the route from home to school, for example), markers



Instructions:

- Ask students to suggest safe routes from point A to point B on the map.
- Divide into pairs/groups. Students plan a route and mark it on the map.
- Groups present their routes and explain their choices.



Tip: Emphasise consideration of the safety of the chosen routes. Ask questions such as “If I choose this route, will I be on the cycle path or will I have to take the road?”, “Are there any dangerous junctions on the route?”, “Is this route suitable at all times of the day? Or in all weathers?”

SAFETY AND MAINTENANCE

Safety and Maintenance Theory



Recommended materials:

- Bicycle safety elements and considerations (E-Green manual, page 13)
- Good bike maintenance (E-Green manual, page 15)
- You can use E-Green presentation slides 9-15 (videos included)



Videos:

- "Correct use of helmets and safety equipment" (video 1)
- "Basic bicycle and scooter maintenance" (video 5)

Activity: The Mystery Safety Pack



Duration: 15 minutes



Needed: Bag or box containing various safety items (helmet, knee pads, elbow pads, cycling gloves, reflective vest, bicycle lights, bicycle reflectors, bell, cycling shoes, cycling glasses, bicycle bottle, etc.), blindfold.

You can also add items that are not appropriate for safe riding (e.g. headphones, flip flops or other inappropriate footwear, glass bottle, etc.) or items that may be needed for bike maintenance (e.g. bike pump, wrenches, screwdriver, chain lube, etc.)



Instructions:

- Have one student at a time come up to the front of the class and wear a blindfold (or simply close their eyes).
- Hand them the mystery bag with the items inside. They should reach in and pull out one item at a time, using only their sense of touch to guess what it is.
- After the student guesses, ask them to explain why the item is important for road safety (e.g., "A helmet is important because it protects your head in case of a fall").
- If the student can identify the item and explain its importance, they can place it aside. If they are unsure, you can provide a hint or reveal the item and give a quick explanation.
- Repeat with the next student. Keep the pace quick to maintain energy and engagement.



Tip: If you add items to the mystery safety pack that are not suitable for safe riding, choose items that can be used to demonstrate safety. For example, "Flip-flops are not suitable for safe cycling because they do not provide enough protection and support for the feet, which can lead to injuries. For this reason, sturdy footwear is strongly recommended."



OUTDOOR ACTIVITIES

This chapter focuses on activities that are preferably carried out on a **traffic playground**. If you have such a playground within reach, it is the best place for training. Ideally, such playground should have intersections, traffic signs, pedestrian crossings, and some even have traffic lights.

If you do not have access to a traffic playground, there is no problem with that, any **safe outdoor area** (where there are no cars and students are not in any type of danger) will suffice. In this case, you can simulate a traffic playground by clearly marking the roads and intersections (you can use traffic cones, ropes laid on the ground, or chalk drawings, for example), printing out selected signs, and placing them along the route. If you want, you can also simulate traffic lights by using colored papers to signal.

Some of the activities require **bikes or scooters**. Check with students whether they can bring their own. There is no problem if there are not enough bikes and scooters for everyone – the activities are designed so that not everyone rides at the same time.



ABCD CHECK DEMONSTRATION



Duration: 30 minutes



Needed: Bikes (you can also include defective bikes, if available)



Instructions:

- Explain and demonstrate the ABCD check (a brief guide is provided below).
- Emphasize the importance of proper bike maintenance for safe riding.
- Let the students try the ABCD check themselves. Depending on how many bikes you have available, students can work in pairs, for example.
- Encourage students to ask questions if something is unclear.



Tip: You can print out a checklist (provided below) for each student to help them with the ABCD check. Students can take the checklists home with them to check their own bikes.

BIKE MAINTENANCE WORKSHOP



Duration: 45 minutes



Needed: Bikes, maintenance tools (tire levers, bike pumps, chain oil, cloths, screwdrivers, wrenches, etc.)



Instructions:

- Set up several stations, each with a bike and an instructor. At each station, focus on a specific part of bike maintenance — checking tire pressure and inflating tires, oiling the chain, adjusting brakes, etc.
- Students rotate between stations and get to know the individual practices.
- Can be hands-on or observation-based depending on age.



Tip: Recall the ABCD test. For example, you can demonstrate what the drop test sounds like when a part of the bike is loose.

CROSSROAD



Duration: 20 minutes



Needed: Traffic playground (or marked route and printed traffic signs), vehicle signs



Instructions:

- Select one crossroad on the playground.
- Students will choose signs that indicate what role they play in the situation (bike, scooter, pedestrian, car, bus, tram, etc.) and place themselves (as they wish) on the crossroad and together they will need to solve how to proceed as per the traffic rules.
- Draw their attention to the signs and the right-of-way.
- After successfully resolving the situation students switch their roles and or positions and proceed. They can also solve another crossroad on the playground.



Tip: Signs with the names of the roles can be found at the end of this material, or you can let the students make their own. You can also use costumes or props to represent different roles - you can make the preparation of these items a part of the pre-teaching sessions, making the students aware of the importance, characteristics and visual aspects of signposting, roads and their different users.

CYCLING CHALLENGE



Duration: 30 minutes



Needed: Traffic playground (or marked route and printed traffic signs), bicycles and scooters, stopwatches



Instructions:

- Mark a one-way route with various traffic situations — for example, a sharp turn, a stop sign, a pedestrian crossing, etc.
- Let students race with the rule that time is added for breaking traffic rules (not stopping at a stop sign, incorrect signaling when turning at an intersection, etc.). The fastest wins.



Tip: You can design the route as a loop and have students race in teams instead of individually. Once one team member completes the loop, the next one starts. Not only will you practice traffic rules, but you will also promote team spirit. The fastest team wins.

FROZEN TRAFFIC LIGHTS



Duration: 5 minutes



Needed: Coloured papers (red, yellow, green)



Instructions:

- The students walk freely until the teacher shows a coloured sign:
 - Green = continue (walk or pretend to cycle)
 - Yellow = walk slowly (pretend to brake)
 - Red = stop
- Students who move on red get a “penalty” (e.g. 5 jumping jacks)
- You can gradually increase the difficulty by changing the signals more quickly.



Tip: Use this activity to teach the importance of traffic lights for safety. If you want to simulate traffic lights in another activity (Crossroad or Traffic interactions), you can use this activity to practice respecting traffic lights.

GEAR UP!



Duration: 30 minutes



Needed: Protective gear (helmets, vests, pads), traffic playground (or marked route), bicycles and scooters



Instructions:

- Depending on how much protective gear you have available, set up stations with two helmets, two vests, and two sets of pads at each station. One instructor is needed at each station.
- Divide students evenly among stations and let them all try out how to properly put on the protective gear.
- The instructor checks that each student is wearing protective gear correctly (especially helmet: level, snug, buckle fastened).
- Once the student is correctly geared up, they can ride a short marked route and then go back to the station and return the protective gear. In the meantime, another student tries on the second set of protective gear at the station.



Tip: You can turn this activity into a team competition (each station is a team) and make a relay. However, don't forget to emphasize that wearing protective gear correctly is more important than speed.

HELMET DANCE PARTY



Duration: 10 minutes



Needed: Music player, helmets for all students (preferably their own)



Instructions:

- First, quickly remind students how a helmet should fit properly:
 - Level on the head, not tilted
 - Straps form a “V” under the ears
 - Chin strap snug (you should fit 1 finger under it)
 - Shake test: Helmet shouldn’t wobble
- Start playing music and let students dance freely with their helmets on.
- Stop the music and give a helmet check prompts, for example:
 - “Check your buckle!”
 - “Is it level on your head?”
 - “Wiggle test – does it stay in place?”
 - “Check your buddy!”
- Students must freeze, check their helmets (and optionally a partner’s), and adjust if needed.
- Resume the music and repeat with new prompt after a while.



Tip: Encourage students to dance a lot and have fun. The helmet should remain in the correct position at all times. You can also add your own commands to the game that you find useful.

OBSTACLE COURSE CHALLENGE



Duration: 30 minutes



Needed: Cones, chalk, pool noodles, small ramps, printed road signs, bicycles and scooters



Instructions:

- In a safe outdoor environment, set up a course simulating real riding situations: weaving between cones, riding in a straight line, stopping at signs, turning corners.
- Place road signs at different points and explain what each sign means first. Students must follow the instructions on each sign (e.g. stop at a stop sign, walk at a zebra crossing sign...) as they complete the course.
- Complete the course one at a time or in teams, focusing on control and safety.



Tip: Use this activity to practice riding a bike. You can add optional challenges like using hand signals or “walking the bike” in tight spots.

SIGNAL FREEZE TAG



Duration: 5 minutes



Needed: Any prop that can represent bicycle handlebars (e.g., cardboard tubes, long rulers, or even a scarf or jump rope, while held taut) - choose props with safety in mind



Instructions:

- Remind students how to signal when turning right and left.
- Have students pretend to ride a bike by walking freely around the space while holding “handlebars” (represented by props) in front of them.
- Alternate between the commands “left” and “right.” When the command is given, students must freeze and show the correct hand signal.
- Anyone who doesn’t freeze or does the wrong signal gets a “penalty” (e.g. 5 jumping jacks)



Tip: You can use this activity to practice signaling maneuvers for other activities (Crossroad and Traffic interactions).

SLOW RACE



Duration: 30 minutes



Needed: Marked route (chalk, tape), bikes, stopwatches



Instructions:

- In a safe outdoor environment, set up a route.
- The aim of this race is... to be the slowest!
- Let the students ride as slowly as possible without stopping or putting their feet on the ground.
- If they put their feet on the ground, 10 seconds will be added to their time.



Tip: Use this activity to practice balance and control while riding a bike. You can plan the route as a loop and race in teams. The slowest team wins!

TRAFFIC INTERACTIONS



Duration: 45 minutes



Needed: Traffic playground (or marked route and printed traffic signs), bicycles and scooters



Instructions:

- Briefly show students the route (where bikers can ride, where pedestrians walk, where the crosswalk is, what signs are on the route, where there is an unmarked intersection and right-of-way rules apply, etc.).
- Divide the students into two groups. One half will take the bikes and scooters and ride around the playground. Second group will act as pedestrians recreating various traffic situations for the cyclists.
- After 15 minutes, stop the activity and switch the groups.
- You can use this break to ask students questions such as "Do you feel safe in traffic?", "What would you need to improve the situation?" to help raise awareness and resolve any potential issues.



Tip: You can also involve someone in the role of a police officer. In this case, mark them with a reflective vest and explain to everyone at the beginning of the activity what the police officer will be doing. For example, they can control an intersection, patrol at the traffic lights to make sure no one runs a red light, and even hand out fines for breaking traffic rules (a piece of colored paper will suffice).



CREATIVE ACTIVITIES

In this chapter, you will find ideas for creative activities and games that you can use to create a comprehensive program focused on bicycle and scooter safety. These activities will not only contribute to the topic, but can also help reinforce the knowledge gained, deepen reflection, and increase awareness on the bicycle and scooter safety.



THE BIG SAFETY MURAL



Type: Creative activity, project, awareness-raising



Duration: 2 - 3 hours (or multiple short sessions)



Needed: Role of paper or large cardboard sheets, markers, paints, brushes, glue, cutouts, etc.



Instructions:

Work as a class to create a massive mural on bike/scooter safety! Divide mural into sections (helmet safety, hand signals, traffic signs, visibility, maintenance, etc.). Each group contributes one part. The mural grows over the week and becomes a beautiful display piece that which raises safety awareness.



Tip: It is up to you how you want to approach the mural. It could simply be a mosaic of individual themes, or you could draw a map of “Safety Town” with areas such as “Helmet Hill,” “Signal Square,” etc. You can even treat it like a giant puzzle. Draw pictures, write catchy safety slogans, stick photos. You can then display the murals in the classroom or hallway, or put together an exhibition with other creations from the week (posters, mascots).

CHALK THE WALK



Type: Creative activity, outdoor, awareness-raising



Duration: 20 - 45 minutes



Needed: Chalks, paved area (schoolyard, sidewalk)



Instructions:

Decorate the sidewalks around your school with chalk. Draw traffic signs, write safety slogans, or even sketch out a bike route! Let the world know what you are learning this week! You can work individually and create a large mosaic of individual pictures and slogans, or you can work as a group and write one slogan with each student decorating one letter.



Tip: Don't forget to keep safety in mind during this activity. Don't let students draw on the road and make sure they don't block the sidewalk so that people can still walk by.

SAFETY MASCOTS



Type: Creative activity, teamwork, awareness-raising



Duration: 45 - 60 minutes



Needed: Anything you can use for creative crafting—colored paper, scissors, glue, old magazines, fabric scraps, googly eyes, felt, pipe cleaners, cardboard, etc.



Instructions:

Work in groups and create a safety mascot! What does it look like? Is it a person, an animal, or something else? What safety equipment does it wear? What safety rule does it remind people of? What is its motto? What is its "safety superpower"? Introduce it to the world!



Tip: You can use the mascots to decorate your classroom or even the entire school!

SAFETY POSTERS



Type: Creative activity, awareness-raising



Duration: 45 - 60 minutes



Needed: Paper, markers, colored pencils



Instructions:

Design your own posters on the topic of traffic safety. You can approach this however you like – "Wear your helmet!", "How to take care of your bike", "Do you know how to signal when turning?", "Look both ways!", "The most important signs" or anything else. This could take the form of informational posters, comics, or even memes! Be creative – the more original the poster, the more memorable its message will be!



Tip: You can use the posters to decorate your classroom or even the entire school! At the end of this material, you will also find some questions to think about, which you can print out and hang up among the posters you have created.

BINGO



Type: Creative activity, game



Duration: 30 - 45 minutes



Needed: Bingo cards (provided below), colored pencils, tokens or markers



Instructions:

Play bingo with traffic signs! First, fill in your cards so that you have a different traffic sign in each box (stop, give way, no entry, no bicycles, bicycle lane, shared path, pedestrian crossing, traffic lights, roundabout, one-way street, etc.). Draw the signs; they don't have to be perfect, just recognizable. Then play bingo! The teacher will gradually call out traffic signs. If they call out one that you have on your card, mark it. First to get a full row, column, or diagonal shouts "BINGO!" and wins.



Tip: Call out the meaning of a sign (e.g., "You must stop!" or "This is where you cross the street!"), not the name of it. When someone gets bingo, let them explain the meaning of the signs they marked.

CREATE AND GUESS



Type: Creative activity, game



Duration: 20 minutes



Needed: Paper, markers, colored pencils



Instructions:

Let the students design their own road signs, explaining the purpose and importance of each one at the same time. The teacher will then call out the name or explanation of a sign, and the student that has it should hold it up.



Tip: You can then use the new traffic signs as part of your themed decorations during the week.

SAFETY CHARADES



Type: Game



Duration: 15 - 20 minutes



Needed: Prepared cards with prompts (you can write them together at the beginning of the activity – for example, everyone writes 3), helmet



Instructions:

Play safety charades! Pull a prompt out of the helmet (such as "inflating tires" or "falling off a scooter") and act it out. One student acts, the others guess. You can play individually or in teams. Discuss each prompt briefly after guessing.



Tip: To make charades more fun, you can play two rounds. In the first round, play as usual, with the goal of miming the given prompt (you can set a time limit). Once you have gone through all the prompts in the helmet, return them to the helmet and shuffle them. In the second round, you will mime the same prompts, but you must not move! You must strike a stationary pose that will allow others to recognize what the prompt is.

MEMORY GAME



Type: Creative activity, teamwork, game



Duration: 45 - 60 minutes



Needed: Sturdy paper cut into equally sized square cards, markers, colored pencils



Instructions:

Create your own memory game! Make pairs of cards – write the name of a traffic sign on both cards. Then draw the sign on the first card and write its meaning on the second card. Work in groups to create 32 pairs of cards in each group. When you're done, enjoy playing together!



Tip: Try to come up with as many signs as possible (stop, give way, no entry, no bicycles, bicycle lane, shared path, pedestrian crossing, traffic lights, roundabout, one-way street, etc.). If you don't have enough signs, you can draw other things related to safe cycling. For example, write “Helmet” on both cards of a pair. Draw a helmet on one card and write “protection against head injury” on the other.

TRAFFIC SIGNS Pictionary



Type: Game



Duration: 15 - 20 minutes



Needed: Whiteboard or large paper, markers



Instructions:

Play traffic signs pictionary! The students are divided into teams. One student from each team draws a road sign while their team tries to guess what it is. They can set a time limit to make it more challenging.



Tip: To make pictionary more fun, you can set a time limit to make it more challenging

SAMPLE SCHEDULE

This Sample Schedule you can use as **inspiration** when putting together your schedule for the week. Each day is focused on one topic and divided in blocks for indoor and playground activities. However, you can choose the specific form of the schedule yourself – **select from the activities** listed and create lessons that will **suit your needs precisely!**

Monday: Traffic Rules and Maneuvers

Morning (Indoors)

- Introductory Discussion (Questions on page 31)
- Basic Traffic Rules Theory (p. 4)
- Traffic Signs “Who am I?” (p. 4)
- Bingo (p. 24)

Afternoon (Playground)

- Frozen Traffic Lights (p. 12)
- Signal Freeze Tag (p. 16)
- Cycling Challenge (p. 11)

Tuesday: Safety and Maintenance

Morning (Indoors)

- Safety and Maintenance Theory (p. 6)
- The Mystery Safety Pack (p. 6)
- Begin with The Big Safety Mural (p. 20)

Afternoon (Playground)

- Helmet Dance Party (p. 14)
- Gear Up! (p. 13)
- Obstacle Course Challenge (p. 15)

SAMPLE SCHEDULE

Wednesday: Safety and Maintenance

Morning (Playground)

- **ABCD Check Demonstration (p. 8)**
- **Bike Maintenance Workshop (p. 9)**
- **Slow Race (p. 17)**

Afternoon (Indoors)

- Continue in **The Big Safety Mural (p. 20)**
- **Safety Charades (p. 26)**
- **Memory Game (p. 27)**

Thursday: Planning a Bicycle Route

Morning (Indoors)

- **Route Planning Theory (p. 5)**
- **Activity: Plan Your Route (p. 5)**
- Near the school: **Chalk the Walk (p. 21)**

Afternoon (Playground)

- **Crossroad (p. 10)**
- **Traffic Interactions (p. 18)**

Friday: Reflection and Wrap-Up

Morning (Indoors)

- Complete and present **The Big Safety Mural (p. 20)**
- Play the favorite game of the week
- **Group Reflection Discussion (Questions on page 32)**

INTRODUCTORY QUESTIONS



What does “safety” mean to you when you ride a bike or scooter?

How often do you think about safety before riding?

What could make your rides safer?

Why do you think we have traffic rules for bikes and scooters?

What could happen if someone doesn’t follow the rules while riding?

Who is responsible for your safety when you ride?

Why is it important to take care of your gear, not just use it?



You can use these questions at the beginning of the week to introduce the topic of safe biking and scooter riding. The questions will help students think about the issue and dive into it. Feel free to add your own questions and allow the discussion to develop.

CONCLUDING QUESTIONS



What's something you didn't expect to learn this week, but did?

What did you enjoy most about learning through riding or safety activities?

How do you think your riding has changed since the beginning of the week?

What will you do differently when riding your bike after this week?

If you had to explain safety to a younger child, what would you use?

What's something you'll remember from this week even years from now?



Use these questions at the end of the week. They will help students reflect on and retain their newly acquired knowledge and experiences. You can approach the questions in the form of an open discussion, which will allow students to share their thoughts with each other.



PRINTABLES



ABCD CHECK - GUIDE

A = Air

- Make sure the **wheels** are **correctly inflated** (the recommended pressure is written on the side of the wheel covers).
- Check if the **tires** are **in good condition** (no cracks or "worn spots").
- Make sure the **valves** are in good condition and **tight**.

B = Brakes

- When turning both wheels forward (one after the other), **the wheel should not stop for at least 10 seconds**.
- When pressed, the **brake levers should not touch the handlebars** (at least one finger should fit between the handlebars and the pressed lever).
- Brake with the left lever and try to move the bike forward. Brake with the right lever and try to move the bike backward. If in both cases **the bike remains stationary** or the opposite wheel lifts, the brakes are working properly.

C = Chain and cranks

- Make sure the **chain** is **clean**, well **lubricated** and **rust free**.
- If the **pedals** can **turn backwards freely** and they don't jam, it's alright. If it grinds or makes noises, something is wrong.
- Move the **cranks** side to side, if they are **well attached** to the axle, they will not move.

D = Drop test

- Lift the wheel about 4 fingers off the ground and let it fall.
- The resulting sound allows you to detect whether any parts are loose (wheels, steering axle, chain, etc.).
- Next, hold the front wheel between your legs and try to turn the handlebars without moving the wheel. If it turns, you will need to tighten it.



ABCD CHECK - CHECKLIST

A = Air

- ☐ **Tires** are **properly inflated** (check recommended pressure on the side of the wheel covers)
- ☐ **Tires** are **in good condition** (no cracks or worn spots)
- ☐ **Valves** are **tight**

B = Brakes

- ☐ When you spin a **wheel**, it **turns freely for at least 10 seconds**
- ☐ When you brake, the **brake levers don't touch the handlebars** (1 finger fits between)
- ☐ When you brake while moving the bike, the **bike stays still** or the other wheel lifts

C = Chain and cranks

- ☐ **Chain** is **clean, oiled**, and **rust-free**
- ☐ **Pedals spin backward smoothly** without grinding
- ☐ **Cranks** (pedal arms) don't move side to side, they're **tightly attached**

D = Drop test

- ☐ When you gently drop the bike from 4 fingers high, **no unusual rattling sounds** are heard
- ☐ When you hold the front wheel between your legs and try to turn the handlebars, it **does not move**
- ☐ **All parts** (wheels, chain, steering) feel **tight and firmly in place**



Problem?

Fix it or ask for help before riding.



All good?

Enjoy your ride!



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BIKE



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SCOOTER



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PEDESTRIAN



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CROSSROAD

CAR



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BUS



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TRAM



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A stylized illustration of a grey road with white dashed lines, curving from the bottom left towards the top right. At the top, three yellow location pins are connected by a dashed yellow line. A large yellow rounded rectangle is positioned at the top center, containing the word 'CROSSROAD'. Another large yellow rounded rectangle is positioned in the middle of the road, containing the word 'TRUCK'.

CROSSROAD

TRUCK



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CROSSROAD



GROUP OF CYCLISTS



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CROSSROAD

INLINE SKATER



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WHEELCHAIR USER



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BINGO



Instructions: Draw a different traffic sign in each box. Listen to the signs being called out. When one is called that you have on your card, mark it. The first player to get a full row, column, or diagonal shouts “BINGO!” and wins.



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**HOW CAN WE
PREVENT ACCIDENTS
BEFORE THEY HAPPEN?**





**WHAT DOES IT MEAN
TO TAKE RESPONSIBILITY
FOR YOUR SAFETY?**





**CAN SMALL CHOICES
(LIKE WEARING A HELMET)
CHANGE BIG OUTCOMES?**





**HOW DO YOUR CHOICES
AFFECT OTHERS
ON THE ROAD?**





WHAT DOES RESPECT LOOK LIKE IN TRAFFIC?





**IF EVERYONE RODE THE
WAY YOU RIDE, WOULD
THE ROADS FEEL SAFER?**





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