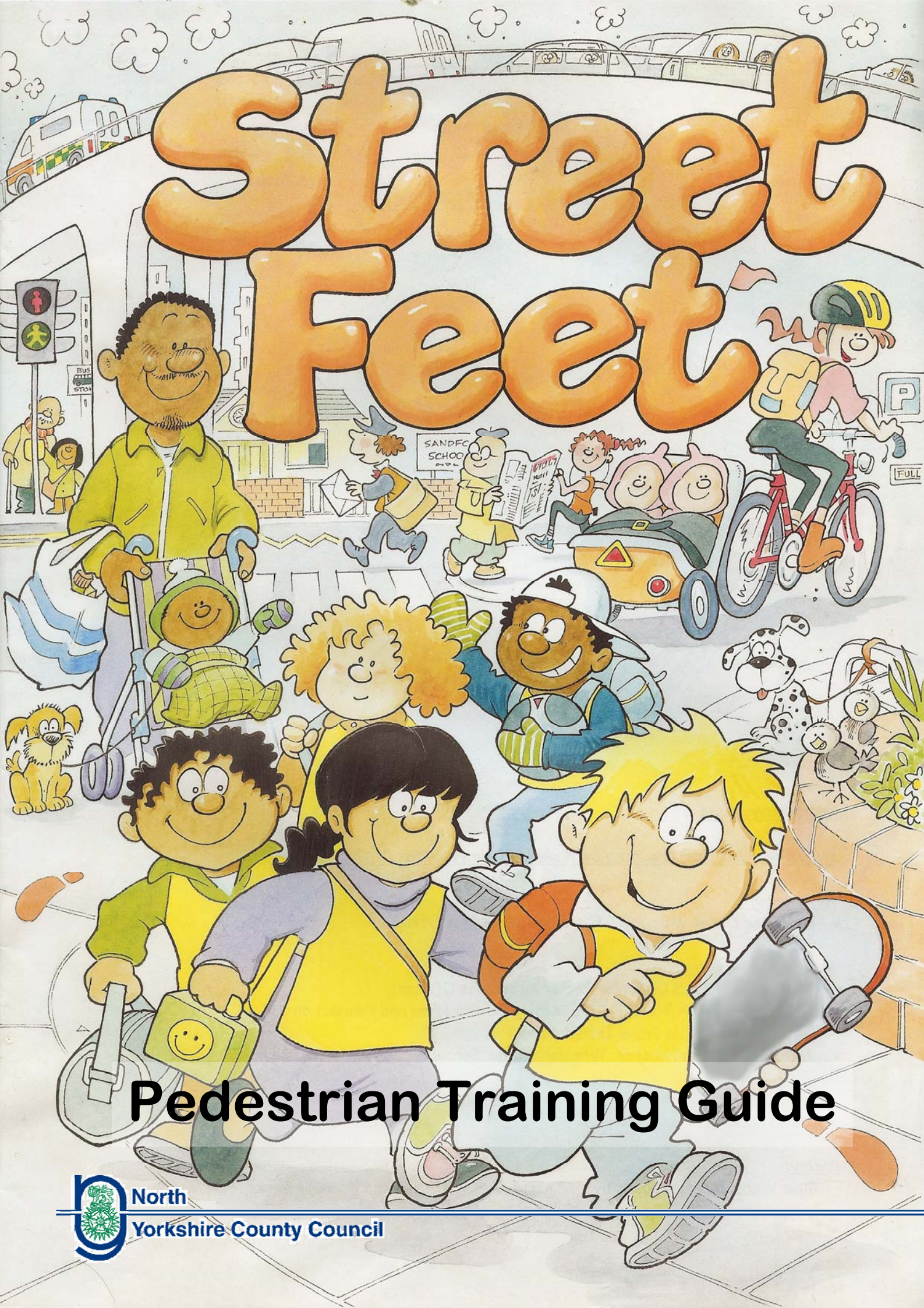


Street Feet



Pedestrian Training Guide



North

Yorkshire County Council

Introduction

The number of child pedestrian fatalities in the United Kingdom is high compared to other European countries. Child Pedestrian Training is one of the initiatives that can help reduce the number of child casualties at all levels of severity.

Street Feet is North Yorkshire County Council's Child Pedestrian Training Scheme which has been developed for primary-age children, in order to encourage them to develop their own road safety skills in preparation for independent travel. It can be delivered by Teachers, Teaching Assistants, Parent helpers and Volunteers.

North Yorkshire's training consists of classroom activities as well as practical roadside training, delivered in lesson time.

In Year 3 the training is focussed around one classroom session followed by two practical sessions off site. Working with small groups of students, the training should take place on risk assessed sites where different crossing situations can be practiced in a controlled environment. Children also complete a 'Street Feet' Activity Book, and, at the end of the training, all children can receive a certificate of participation.

Throughout Key Stage 1, resources are available to use within the classroom to stimulate discussion about safety on the road.
(‘Look Out on the Road’ Big Book plus group readers and suggested activities)

In Year 5, schools are encouraged to revise and follow up the practical training from Year 3, and are provided with suggestions for class-based activities.

Schools are also encouraged to make use of North Yorkshire's Road Safety website (www.roadwise.co.uk), the Department of Transport's road safety site (www.dft.gov.uk/think/education) as well as "Safety Matters" (www.safetymatters.renault.co.uk) - a road safety educational site, developed by Renault, for pupils aged 7-11 years, their teachers and parents.

The training and teaching that children receive through the Child Pedestrian Training Programme is only the start of the effort needed to become a safer pedestrian. It is hoped that parents, guardians and other family members will continue to allow children to develop their skills as pedestrians, and that walking will be encouraged as part of a healthier lifestyle.

This booklet gives information and advice to help you to run a Child Pedestrian Training scheme at school.

Holding Hands

Holding hands helps keep you safe
Helps protect from traffic
Important next to roads as well as crossing them

Safe Places to Play

The road is not a safe place to play
How to play safely
Safe areas for play, such as parks, playgrounds and gardens

Stop, Look, Listen

Rules are there to protect us and make journeys safer
We use our senses to be aware of traffic
Our senses work best when we stop and think

Pedestrian Training Key Ideas

Quiet and Busy Roads

Dangers of quiet and busy roads
Quiet roads are dangerous too
Difference between pavement and road

Be Safe, Be Seen

It can be difficult for drivers to see us
What we wear and where we stand can help overcome this
Look at reflective and fluorescent materials

Safer Places to Cross

There are special places and people to help us cross
Crossings should be used properly
Still need to Stop, Look and Listen

EVERY TIME CHILDREN CROSS THE ROAD THEY MUST LOOK ALL AROUND FOR TRAFFIC

Stages in Pedestrian Training

Stage 1

How to find a safer place to cross the road



Stage 2

How to deal with parked cars



Stage 3

How to cross a road safely near junctions

The main aims of the scheme are to:-

- raise children's awareness of the road environment;
- reduce children's pedestrian risk behaviour;
- establish a form of classroom and practical training that improves child pedestrian safety;
- aid the development of children's road safety vocabulary, skills, knowledge, and attitudes – appropriate to their age and stage of development;
- enable identification of safe and unsafe places to cross the road;
- develop perceptions of speed and distance;
- understand the many dangers in the road environment.

Guidelines for Pedestrian Trainers

✓ Planning training routes

Whenever possible, the training routes should take place in areas around the school, as this is familiar to the children and is where they are most likely to cross the road. A walk around the area should always be undertaken by the trainers before every training session, to enable trainers to update risk assessments and to identify features of the locality to use in training sessions (e.g. zig zag lines, driveways to cross, zebra crossing, pelican crossing, T-junction, crossroad, junction, traffic island, shops, bus stops, post boxes, phone booths etc.)

✓ Training ratio

When training outside school, the maximum recommended ratio is 2 trainers to 9 children. Any children with special educational needs will only be taken out with an appropriate staff member. Training sessions should be between 30 and 40 minutes.

✓ Parental consent

All children participating in pedestrian training should have returned a completed consent form to the school before the training begins. Trainers should check that these are all in order. No child should be taken off the school site without a signed consent form.

✓ Behaviour

If a child or children are misbehaving, they should firstly be given a verbal warning and the opportunity to improve their behaviour, in line with school policy. If they continue to misbehave, the whole group, including trainers, will return to the school. The misbehaving child or children will be returned to the class teacher, and the rest of the group will continue the training if time allows. (Or the session may have to be rescheduled)

✓ Accident reporting

Trainers should carry a mobile phone and ideally have the school's telephone number stored in case of an emergency. It is recommended that a school incident report form be filled out for any minor accident - check with the school office. Any major accident should be dealt with by one trainer whilst the other children are moved away from the area by the other trainer. After the emergency has been dealt with, write down exactly what using the report form.

✓ Insurance / Liability

North Yorkshire County Council school staff delivering the training programme as specified, will be covered by North Yorkshire County Council's extended liability. Parents and Volunteers should check insurance and liability cover with the school.

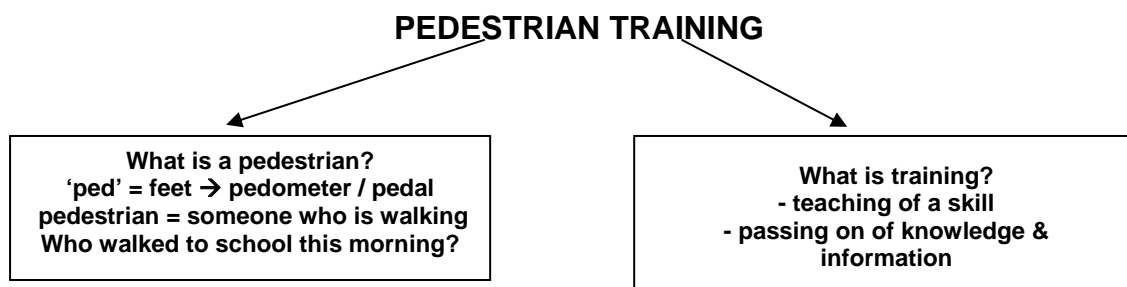
✓ Useful information

Trainers should carry with them: pen, paper, map of local area, school telephone number, mobile phone, first aid kit.

✓ Training methods

- ❖ Aim to ask open questions rather than asking questions which only require a 'yes / no' answer; do not just *tell* the children information - encourage them to *think* about their options.
- ❖ If a child offers a 'wrong' answer, try to avoid directly pointing this out and giving the right answer; instead try to question the child about his/her idea so that eventually they will discover the right answer for themselves.
- ❖ Always use the term 'safer' when referring to crossing places, as no place can ever be truly safe.
- ❖ Always give clear demonstrations when crossing the road.
- ❖ Identify other places that vehicles might be, e.g. driveways, entrances to car parks, offices etc.
- ❖ Examine ways of anticipating the behaviour of drivers e.g. looking at indicator lights, reversing lights, making eye contact - asking yourself whether they have seen you
- ❖ Encourage the children to think about how they can make themselves better pedestrians e.g. being seen by drivers both at night and in the day (bright coloured clothing, fluorescent, reflective items); behaviour on / by the road
- ❖ During training sessions, try to include 'real-life' tasks where crossing the road is necessary, e.g. to post a letter; to cross to a bus stop; to visit the local shop; walking to/from school.
- ❖ Try to include a more difficult situation e.g. a street with numerous parked cars; busier roads; roads with a number of junctions
- ❖ Keep encouraging the children to THINK about finding a safer place to cross and to THINK about what they need to do to cross the road safely.

Session 1
Classroom Introduction



- ✓ Discuss **RULES**
 - why do we have rules?
 - what rules do we have - at home? - at school? - on the road?
 - who are the rules deigned to benefit / help?
 - what could be the consequences of breaking the rules?
- ✓ What is the first thing we do when we need to cross the road?
 - find a safer place to cross
- ✓ So we should **THINK** about finding a safer place to cross the road - write **'THINK'** on board

Discuss safer places to cross the road and list on board

- e.g. where you can see the road and traffic clearly
- away from parked cars
- zebra crossing
- pelican, puffin, toucan crossing
- traffic island
- foot bridge
- subway

(Show photographs / Powerpoint slides of these places)

Discuss places which are less safe to cross the road

- e.g. near parked cars
- blind bends
- brow of a hill
- no pavement or obstruction at other side of road
- very fast moving traffic with no crossing places - motorways / dual carriageways

(Show photographs / Powerpoint slides of these places)

- ✓ Ask whether there are people who can help us cross the road. Who are they?
 - family members, school crossing patrol, police officer, traffic warden, an adult **THAT YOU KNOW** - not a stranger!
- ✓ Ask whether the children know what the Green Cross Code is.....
THINK (about safer places to cross the road) → **STOP** (at the kerb) → **LOOK** (all around for traffic) → **LISTEN** (for traffic you cannot see) → Keep looking and listening whilst you **WALK** across.
- ✓ Discuss **RISK TAKING**



See notes for further information about how to use different safer crossing places.

Why is crossing the road always a risk? (vehicles are hard, heavy and travel fast, compared to people; drivers do not always drive correctly - they may be distracted, not concentrating, not watching the road, not indicating etc.)

Explain that finding a safer place to cross and using the Green Cross Code make crossing the road a SMART RISK.

We all take risks every day, but we need to make sure they are SMART RISKS!

Discuss what things might affect our decisions on taking risks - our friends, bullies, time pressures etc. - Discuss whether these are worth risking your life.

- ✓ Discuss who is responsible for your safety → YOURSELF!
Parents, teachers, police etc. can all help, but are not always around. Drivers have a responsibility to drive safely, but cannot always be depended upon.
You need to **THINK FOR YOURSELF!**

FURTHER ACTIVITIES

Introduce 'Street Feet' Role Play Materials (available from your local Road Safety Officer) and Activity Book ~ especially large pictures in back-flap - explain that in future sessions some children will be using the role-play equipment to develop their skills or working from the Activity Books, supervised by the class teacher, whilst others will be going out for practical training sessions with the trainers.

Time - filling ideas:

- ✓ Design a Green Cross Code poster
- ✓ Design a Green Cross Code leaflet
- ✓ Design an outfit for pedestrians to wear to keep them safe when it is dark
- ✓ Prepare an Assembly on Road Safety to present to another year group in your school.

How to Use Safer Crossing Places

It may not be possible to actually visit different safer crossing places during training sessions, but the 'Street Feet' resource bag contains a role-play crossing which may be used in the classroom, and the following notes together with the Powerpoint slides should enable you to explain the different safer crossing facilities to the children. (Refer also to Appendix 1).

- ✓ Pelican Crossing
- ✓ Zebra Crossing
- ✓ Puffin Crossing
- ✓ Toucan Crossing
- ✓ Equestrian Crossing
- ✓ Traffic Island
- ✓ Footbridges & Subways
- ✓ School Crossing Patrols

PELICAN CROSSING

Talk to the children about:

1. The sequence for using the Pelican
2. The WAIT box (including the spinning cone)
3. Red / Green signal and bleeper
4. Waiting for traffic to stop
5. Keep looking and listening
6. The flashing green signal
7. Walk - don't run
8. Zig-Zag lines on road
9. Not suitable for bikes
10. Don't cross on the Zig-Zags

ZEBRA CROSSING

The Zebra Crossing is different from the Pelican Crossing because there are no signals to control the traffic.

Tell the children that they must use the green cross code

1. they must stop at the kerb and wait for the traffic to stop in both directions before crossing
2. have a good look to make sure no traffic is coming or has stopped
3. they must continue to look as they cross
4. they should watch out for cars trying to overtake those that have stopped at the crossing
5. they must walk straight across on the stripes, not on the zig-zag lines

PUFFIN / TOUCAN CROSSING

Both Puffin and Toucan Crossings have sensors that tell the crossings two things:

- if anybody is waiting to cross after the button on the 'WAIT' box has been pressed. This means that traffic will not be stopped unnecessarily if pedestrians cross before the traffic lights change, or if they change their minds. If there is no-one waiting to cross, the sensors cancel the crossing request
- if anybody is still on the crossing before allowing the traffic signal to change back to green. This means that pedestrians can cross at their own pace, without worrying that the traffic lights will change before they reach the other side of the road.

At Puffin Crossings, the green and red lights are on the WAIT box, not on the traffic signal opposite. If the green light is showing and all the traffic has stopped, you can cross. If the red light is showing DO NOT cross. Instead, press the button on the WAIT box - an indicator light will come on. It is important at this stage that you stand by the WAIT box, in range of the sensor. When the green light shows, and all the traffic has stopped, walk across the road.

Toucan Crossings are crossings designed to be used by both pedestrians and cyclists.

(toucan = 'Two can' cross the road!)

They form part of a cycle route and are found where a route needs to cross a busy road. It works and looks like a Puffin crossing, but has an extra green cycle signal on the WAIT box.

NB There are NO flashing amber / green stage on Puffins or Toucans, unlike Pelican Crossings.

Talk to the children about:

1. The sequence for using the Puffin / Toucan
2. The WAIT box - including the and sensor
3. Red / Green signal and / or bike signal and bleeper
4. Waiting for traffic to stop
5. Keep looking and listening
6. NO flashing green signal
7. Zig Zag lines on the road
8. Walk - don't run
9. If on a bike, be considerate and careful to pedestrians
10. Don't cross on the Zig Zag lines as drivers will not be looking for pedestrians on the Zig-Zags.

EQUESTRIAN CROSSING (PEGASUS)

An Equestrian Crossing is designed for use by horse-riders as well as pedestrians. They work in the same way as Toucan Crossings, but there is an additional WAIT box fixed to either the traffic light pole or a separate pole, for use by mounted riders. Also, instead of the green and red signals, there are green and red horse and rider signals.

The procedure for using an Equestrian Crossing is the same as for a Toucan. Pedestrians should take care not to distract or scare the horses.

TRAFFIC ISLAND / PEDESTRIAN REFUGE

A traffic island splits the road into two parts; they are usually placed on very busy, wide roads and junctions so that pedestrians can cross in two stages.

Talk to the children about:

1. Using the Green Cross Code (Stop, look, listen, think) to cross each part of the road
2. Treating each part as separate crossings
3. Looking carefully to the right the left and right again.
4. Making sure they stand very still on the island / refuge as traffic will pass very close in front of and behind them
5. For the second part, treat as a separate crossing and look right, left and right again.

FOOTBRIDGES AND SUBWAYS

Footbridges go over, and subways go under roads where it is impractical or dangerous to have other types of crossings e.g. busy dual carriageways / motorways

Talk to the children about:

1. Taking care when climbing and descending the steps
2. Holding onto the handrail, and walking not running.
3. Being extra careful in wet or icy weather as the steps will be slippery.
4. Walking sensibly across the bridge without leaning over or squeezing between the railings of the barrier.

SCHOOL CROSSING PATROLS

School Crossing Patrols (SCP) (Lollipop Men / Women) help children and adults to cross the road outside or en route to a school.

Talk to the children about:

1. When waiting to cross the road, pedestrians must wait behind the SCP.
2. Continue waiting on the pavement whilst the SCP steps out into the road to stop the traffic, DO NOT follow the SCP into the road.
3. Only begin crossing when the SCP says you can
4. Walk IN FRONT of the SCP, never behind. (The SCP will not be able to see you to make sure you have crossed safely)

Session 2

On-Road Practical Training (Session 1 of 2)

Child ratios - 2 trainers to 9 children max.

Introduction - In the classroom the whole class will be introduced to the training and the road safety rules before the outside training begins. When the children are not being trained they will work in the 'Street Feet' workbook / role play with the 'Street Feet' activity pack.

- ✓ Issue high-visibility vests - discuss why we wear them - helps to make drivers aware of us.
Discuss whether the children think they are a good idea and what they can wear that has the same effect - bright clothes / reflective strips on clothes, bags, trainers etc.
- ✓ Check that the children's shoes are fastened correctly - no loose shoe-laces!
- ✓ Practise walking together in playground - WALK IN TWOS - may be a good idea to practise 'crocodile'

Outside School Grounds

WALKING IN TWOS →

Stop at Zig-Zags → discuss No-Parking Zone outside school.

Key Questions:

- What are the yellow lines for?
- Do people park on them?
- At what times of day is the road outside school the busiest?
- Do parked cars make the road narrower and more difficult to cross at school start and finish times?
- Is there a School Crossing Patrol? Do the children think it's a good idea? Who uses the School Crossing Patrol?
- Whose coat has a hood? Ask the children to put their hood on - how does this affect their view of the road / ability to hear traffic?
- Stop at entrance used by cars / delivery lorries entering the school grounds - what type of vehicles use this entrance? -teacher's cars, vans, lorries...
- Where else do cars cross the pavement near school? - driveways, parking on the path....

STAGE 1 - FIND A SAFER PLACE TO CROSS ROAD NEAR SCHOOL

- Ask about choices of crossing places available → discussion of good and not so good places for crossing the road → Children select a place to cross
- Close eyes, listen and try to identify the different types of vehicles from the sound. Which direction are the vehicles coming from? Do we sometimes hear a vehicle before we see it? Discuss how long it might take a vehicle to reach us, by counting - count how long it would take us to cross the road whilst trainer crosses
- Green Cross Code - revise together
- Trainer demonstrates crossing procedure, exaggerating movements whilst second trainer explains what is happening and why.
- Do 'wrong' demonstration - e.g. hands in pockets, talking on mobile phone, hood up, looking down, running, crossing diagonally etc. - children to explain what you are doing wrong and why it is dangerous.
- Children to cross road individually or in pairs → one trainer = sender (who reviews each child with rest of group as they cross); one trainer = receiver (who praises and instructs child)

IF SUCCESSFUL, MOVE TO A DIFFERENT CROSSING POINT AND REPEAT

- If available try one of the following: Pelican Crossing; Zebra Crossing; Traffic Island / Pedestrian Refuge; Traffic lights

RETURN TO SCHOOL USING AS MANY DIFFERENT CROSSING PLACES AS POSSIBLE

Suitable activities for classroom session:

- ✓ **Street Feet Role Play Activities**
- ✓ **Street Feet Workbook Pages 2 and 3 'Who could be hurt in this picture?' and 'Spot the accidents waiting to happen' - Refer to Picture 1 in back flap of workbook -(could work up to end page 5 before next session)**
- ✓ **Time-filling ideas from Session 1**

At end of session remind the children to keep practising what they have learnt today. Remind them that during the next session you will be looking to see what they have remembered!

Session 3

On-Road Practical Training (Session 2 of 2)

Child ratios - 2 trainers to 9 children maximum recommended ratio.

Introduction - In the classroom the whole class will be introduced to the training and the road safety rules before the outside training begins. When they are not being trained, children will work in the 'Street Feet' workbook / role play with the 'Street Feet' activity pack.

STAGE 2 - HOW TO DEAL WITH PARKED CARS

- Choose a place where there is space between two parked cars (avoid lorries / vans)
- Make sure that it is easy to get to the other side of the road
- Make sure that neither car is about to move off → look for clues - drivers in the cars; lights; indicators; engine sounds.
- Walk to the outside edge of the parked cars and stop. Here the children can be seen by drivers and can look all around for traffic.
- Revise the Green Cross Code and use it to cross the road safely

STAGE 3 - HOW TO CROSS A ROAD SAFELY NEAR JUNCTIONS

- What are T junctions and Cross-roads?
- What is different about crossing at T Junctions? - How many different directions will the traffic be coming from?
- What is the safest place to cross? - Children to choose a crossing place → can they see in all directions?
- Move around the junction demonstrating how this affects your view of the road. Does this affect a driver's view of you?
- How can you tell whether a car will turn into your junction? Will the drivers always signal?
- Demonstrate safe crossing especially looking through 360 degrees.
- Trainers act as sender and receiver - sender gives running commentary - send one child at a time or in pairs, giving instructions and praise.

Suitable activities for classroom session:

- ✓ **Street Feet Role Play Activities**
- ✓ **Street Feet Workbook Pages 6,7,8 and 9: 'I come to school with'; 'Find your way'; 'Matching warnings to pictures' (children could then complete remaining pages in Workbook)**
- ✓ **Time-filling ideas from Session 1**

At end of session - Hand out certificates of participation and Tales of the Road - to take home and look at with parents / carers - along with covering letter.

Quick summary of pedestrian training carried out → Key points to remember.

(THINK, THINK, THINK, THINK!) What do we need to think about?

- **Stop before the kerb**
- **Find a safe place to cross the road**
- **Use the Green Cross Code**
- **Be safe - be seen**

Sample Risk Assessment Statement for Child Pedestrian Training

Introduction

Health and Safety at Work legislation requires that employers produce a written risk assessment of potentially hazardous operations. Child Pedestrian Training, which involves adult trainers supervising and instructing school children to improve their road safety behaviour, could be regarded as potentially hazardous as it involves the use of public roads by trainers and trainees.

This document is a written risk assessment of such training, which will be reviewed on a regular basis.

Definition of the Hazards and their Potential for Harm

Both trainers and trainees will be exposed to the potential for collision with vehicles using the road they are training on. There will be other risks for minor injury and from being outdoors in general. All these hazards have the potential to injure trainers, trainees or members of the public.

Precautions Taken to Reduce and / or Eliminate the Hazards

- ✓ High visibility tabards or waistcoats will be worn by trainees and trainers. .
- ✓ The training will be conducted during school time, on risk-assessed roads and pavements, outside periods of peak traffic flow, to keep conflict with other road users to a low level.
- ✓ When training outside school, the maximum recommended adult : child ratio is 2:9; trainees will be under observation at all times.
- ✓ All accidents or injuries will be recorded on the appropriate form, and reported to the school.
- ✓ Trainers will carry a basic first aid kit.
- ✓ Trainers will carry a mobile phone, enabling them to contact the school, or emergency services, if required.
- ✓ The trainers will carry out a specific site evaluation of local road conditions. The trainers may vary the roads used for training if there are difficulties, such as large numbers of parked cars.
- ✓ Trainees, via teaching staff, will be advised of suitable clothing and footwear appropriate for the training, e.g. sturdy shoes, coats/waterproofs, hats and gloves.
- ✓ Training will be suspended during periods of adverse weather conditions such as snow and ice on footway.
- ✓ Trainees will be advised on how to behave towards animals and other people they may encounter.

APPENDIX 1 - TYPES OF CROSSING FACILITY

PELICAN

A **Pelican Crossing** is a type of pedestrian crossing featuring a standard set of traffic lights with a push button and two coloured lamps for pedestrians using the crossing. The official name is **Pelicon Crossing** (short for **PE**destrian **L**ight **CON**trolled crossing) but *pelican* is consistent with other crossing types named after animals and, in particular, birds. The term *pelican crossing* is used only in the United Kingdom and Ireland, but similar traffic control devices are in use throughout the world.



PUFFIN

A **Puffin (Pedestrian User-Friendly INtelligent)** crossing is a type of pedestrian crossing in use in the United Kingdom.

It differs from a pelican crossing in that the lights controlling the pedestrians are on the near side of the road, rather than on the opposite side. The system also utilises sensors which detect the presence of pedestrians waiting at the crossing, and as they are crossing the road.

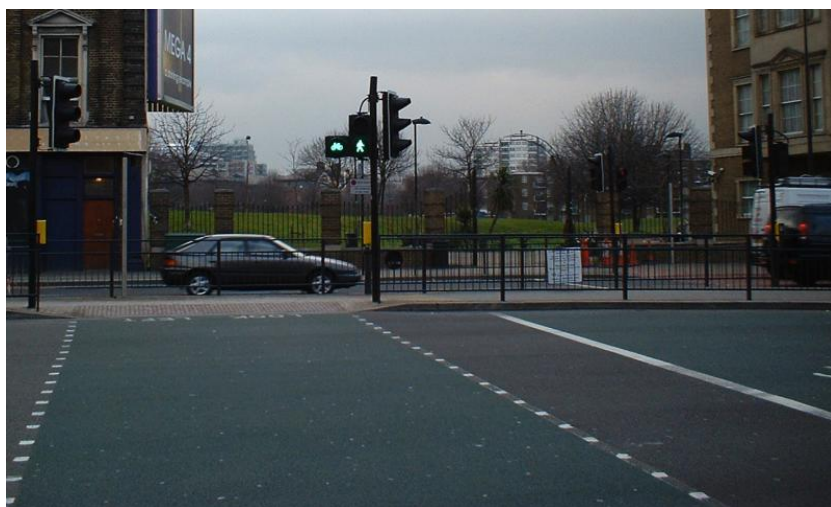
The crossing control lights, which inform the pedestrian when they may cross, are positioned at the road side, set diagonally to the road edge. The stated reason for this design was to allow the pedestrian to monitor passing traffic while waiting for the signal to cross. The crossing control lights of the older Pelican and Toucan crossing designs are mounted across the road from the pedestrian attempting to cross.



TOUCAN

A **Toucan Crossing** is a type of pedestrian crossing found in the UK that also allows bicycles to be ridden across. Since *two-can*, both pedestrians and cyclists, cross together, the name *toucan* was chosen.

Toucan crossings are normally 4 metres (13 feet) wide, instead of the 2.8 metre (9 feet) width of a pelican crossing or puffin crossing. A "green bicycle" is displayed next to the "green man" when cyclists and pedestrians are permitted to cross. As well as this, it is different from a pelican crossing because, before the lights for vehicles go back to green, a steady red and amber are displayed instead of the flashing amber seen on pelican crossings.



The pedestrian/cyclist signal lights may be on the near side of the crossing (like a Puffin Crossing), or on the opposite side of the road (like a Pelican Crossing).

Signalled cycle-only crossings exist, linking cycle tracks on opposite sides of the road. You may ride across, but you **MUST NOT** cross until the green cycle symbol is showing.

EQUESTRIAN / PEGASUS

An **Equestrian Crossing** (also known as a **Pegasus Crossing**) is a type of signalised pedestrian crossing with special consideration for horse riders. This type of crossing is nicknamed after the mythical winged horse, Pegasus. At a minimum, these crossings are in the form of a pelican crossing but simply have two control panels, one at the normal height for pedestrians or dismounted riders, and one two metres above the ground for the use of mounted riders, and the "green man" (walk) and "red man" (stop) pictograms are replaced with horses.



Additional features, to improve safety, include a wooden fence or other barrier and a wider crossing so that the horses are farther away from cars than normal. If the crossing is to be used by pedestrians and cyclists too, then a parallel, separate Toucan Crossing may be placed next to the Pegasus Crossing.

ZEBRA

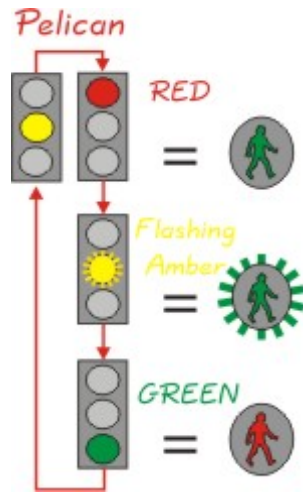
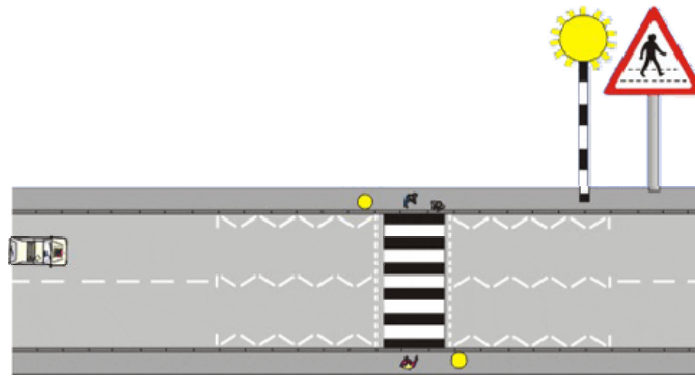
A **Zebra Crossing** is a type of pedestrian crossing used in many places around the world. Its distinguishing feature consists of alternating dark and light stripes on the road surface, from which it derives its name. A zebra crossing typically gives extra rights of way to pedestrians.



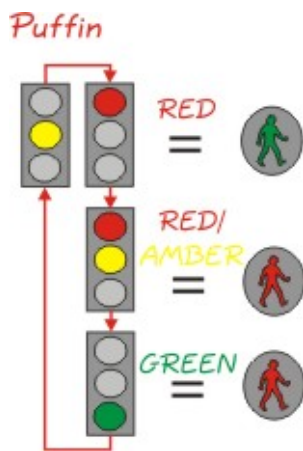
TIGER

A **Tiger Crossing** is a variation of a Zebra Crossing used in the United Kingdom and Hong Kong. It is painted yellow and black as opposed to the white and black used on a zebra crossing. In the UK, it allows cyclists to cross the road in a central area of the road without dismounting, and motorists must give way to both cyclists and pedestrians.

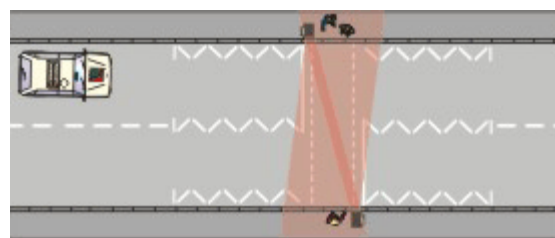
Zebra



Unlike other pedestrian crossings, Pelican crossings have a flashing amber phase which requires motorists to give way to pedestrians on the crossing. However, if the crossing is clear cars can proceed. At some pelican crossings there is a bleeping sound to indicate to blind or partially-sighted people when the steady green figure is showing. Also note that in the example below, even though there is an island in the middle it is still only one crossing. If it was two crossings it would normally be staggered with a set of lights and a button box on the island.



Puffin crossings have sensors that determine when the crossing is clear. The signal to change from red, to red/amber, and then to green is automatically triggered at that point. If the pedestrians at the crossing cross the road before getting the green man signal the request to stop traffic is automatically cancelled.



Toucan

Toucan crossings work in exactly the same way as Pelican crossings except that they are also designed to be used by cyclists and there is no flashing amber phase. Cyclists are allowed to ride across these crossings.

