

VISION
ZERO

CHILDREN AND TRAFFIC

BOOKLET

Information for event participants



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Balance bike, scooter or bicycle?

DEAR READER,

Children are mobile road users for whom dealing with road traffic is more than just about getting from one place to another. They are roads to experience, learning and socialisation. In no other phase of life does mobility behaviour change so rapidly as it does during childhood.

Although the number of children involved in road traffic accidents has decreased significantly in the years up to 2010, road accidents are still the leading cause of death for children.

Today's event is designed to help you understand your child's behaviour in or near traffic in more detail and, above all, to support it. Your participation in this event demonstrates that you are aware of the responsibility we all have for ourselves and others in road traffic.

This booklet will guide you through the event. Besides possible work assignments that can be completed during the event, it also includes a lot of additional information on the topic.

We hope that you will be able to take a lot of information home with you from this and other events in the "Children and Traffic" programme.

With this in mind, we wish you

a useful and interesting event.

Your "Children and Traffic" Team

ROAD TRAFFIC ACCIDENTS INVOLVING CHILDREN



Accidents involving children continue to be one of the most tragic events possible in daily traffic life.

On average, a child under the age of 15 was injured in road traffic every 23 minutes in 2020. In total, 22,462 children were involved in accidents on Germany's roads in 2020 (19.8% less than 2019). Of these, 48 children died, seven fewer than in the previous year.

According to Germany's Federal Statistical Office (Destatis), the number of children involved in accidents fell significantly in the three decades up to 2010. In 1978, the first year for which

figures were available for Germany, 72,129 children were involved in accidents – 3.2 times as many as in 2020. The number of children killed in road traffic was 30 times higher in 1978, with 1,449 children killed compared to 48 in 2020. The situation has particularly improved for children walking: In 2020, 15 children died while walking, compared to 701 children in 1978, about 47 times as many. The accident risk for children has thus fallen from 468 accidents per 100,000 inhabitants in their age group in 1978 to 197 children in 2020. The risk of children dying in road traffic decreased even more sharply during this period, from 94 children per million inhabitants aged 15 or under to just four children in 2020.

“CHILDREN AND TRAFFIC” EVENTS

Children are indisputably among the most vulnerable road users and need a high level of supervision and protection.

They participate in road traffic as pedestrians, cyclists, inline skaters, car passengers and as bus and train passengers. Depending on the purpose and type of road use, this results in different potential hazards for children.

These “Children and Traffic” events are designed to support parents, guardians, carers and childminders in dealing with their children’s behaviour in road traffic. Even though children’s safety on and near roads should be seen as the responsibility of the whole community, the first and greatest responsibility lies with you.

As parents and guardians, you have a duty to look after the welfare of your children and to teach them to be independent. Part of this duty includes helping your children choose a suitable place to play. For this, you must take into account your child’s abilities and the demands of the environment, not only to give them the highest possible level of autonomy, but also to meet your responsibility for your children’s involvement in road traffic. You have to recognise any potential dangers for your children and, if possible, develop strategies to avoid them together with your children. It is also important that your children learn to understand their own role and responsibility in critical situations.

The event’s facilitator will therefore discuss the developmental characteristics of children with you and the other participants so you can help them learn to deal with road traffic as independently as possible.



Photo: Martin Lukas Kim (DVR)

How do children learn?

Children learn best when they are allowed to try something out for themselves and experience it directly. However, it is also important that familiar adults model the right behaviour and praise any efforts shown by the child to follow this example. Children need adults who behave reliably according to consistent rules. If, for example, the rule “We always stop before crossing the road” is modelled and practised, this will have an effect the child’s behaviour.

WALKING

Why are children particularly at risk in road traffic?

Due to their developmental stage, children cannot yet cope with road traffic like adults can.

In toddlers, their movement coordination is not yet fully developed, which contrasts with their desire to move without any limitations. This means that in many situations they cannot yet tell a moving car from a stationary vehicle. Children are not yet able to estimate distances and speeds. Moreover, even the tallest of toddlers cannot see over a car parked on the kerb.

Up to the age of about four, children mainly focus their attention on the things that, for whatever reason, arouse their interest, excitement and spontaneous curiosity. Deliberately directing their attention to something, such as to any vehicles before crossing the road, is possible for children aged seven at the earliest.

Especially as everything around a child fades into the background when they are experiencing powerful feelings. This is because younger children are more or less helplessly ‘at the mercy’ of their emotions, especially fear. Children aged three to four years old can sense that road traffic is dangerous. Five-year-olds have learned that special measures are required to deal with dangerous situations, but they are still unable to implement them.

What should children learn in road traffic?

What they ought to learn depends very much on the environment and the child. Essentially, however, it always comes down to the following aspects:

- Where must I go when I'm walking?
- Where does my area end and where does the road begin, where vehicles (including bicycles, e-bikes and e-scooters) have priority?
- Where should I stop and look around when I want to cross the road? What are the rules (for example at traffic lights)?
- How can I tell when it's safe to cross the road (distances/speeds)?
- How should I behave when crossing the road?
- At which points is it relatively easy and safe to cross the road? Where should I never cross the road under any circumstances?

Is there such a thing as the be-all-and-end-all of road safety education?

Yes: stop. From the child's first steps onwards, you should always stop at traffic wherever there is a risk of danger. Even when you're in a rush. Even if it's raining. Even if others are pushing ahead. Even if you have decided that the situation is safe! The child will soon understand this "family tradition" and automatically join in. For very young children, it is enough to just stop briefly together with their parents or guardians. From the age of two, you can explain to them why you have to stop and look. Children should be able to look both ways themselves and narrate what they are doing by age three at the latest: "There's a car coming. There's another one. Now we can cross." The older the child gets, the more you can let them decide when it's safe to cross themselves. At first they will make a lot of mistakes, but towards the end of their pre-school period they will grow more and more confident.

This is the only way for a child to gain experience, step by step, year by year, and to improve their ability to observe and make decisions.

Photo: Martin Lukas Kim (DVR)

What else is there to consider when crossing the road?

Once the child has learned to stop before crossing the road, they must also learn to be aware of the traffic so they can decide correctly when it's safe to cross. To do this, they must first look to the left, because that is where the greatest danger is coming from; then pay great attention to both directions until they are sure that the road is clear or the gap between cars is large enough to cross safely. Before setting off, look left one more time, then go straight across the road quickly – without running. Keep looking in both directions several times to stay aware of the traffic situation.

Pre-school children find it difficult to remember the difference between left and right every time. Try letting them wear something like a small bracelet on their left arm to help them remember the difference.

... at a pelican crossing?

Children understand very quickly that red means "stop" and green means "go". All the same, they still have to learn to look in all directions before they set off and make sure all the cars have really stopped. They must carry on looking carefully while crossing to check if they are at risk from any turning vehicles. And they have to learn to move calmly and swiftly when their green 'go' sign changes to red halfway through.

... at zebra crossings?

The pedestrian crossing known as a zebra crossing is only safe if all motorists respect the fact that pedestrians have priority here. As this is often not the case, children should know and have practised

- always stopping in front of the kerb every time before crossing,
- waiting there until all the cars have really stopped
- and only then should they set off.

Has the driver seen me? Are they stopping because of me or are they slowing down because they are looking for a house number?

It is important to also look out for bicycles, e-bikes, e-scooters, mopeds and motorbikes!

... between parked cars?

If possible, children (and adults) should not cross the road where there are objects obstructing their view of the traffic. It is better to walk a bit further to find a reasonably clear spot. There you will be able to see and be seen more clearly. But some residential areas have so many parked vehicles that it's impossible to avoid crossing between them.

You can't get that essential line of sight if you are between obstacles, i.e. between parked vehicles, by an advertising column or hedge. The first thing children must learn is to look carefully to see if any of the parked cars are about to leave. Then they can move forward carefully until they can safely look down the road (line of sight). If they have practised this behaviour for years with their parents, they will later find it easier to cross roads on their own between obstacles that reduce visibility.

How do I find out what my child can already do and what they still need to learn?

You can find out what your child already knows and is capable of by talking to them and observing them. You will then realise what you need to discuss with your child again and what needs more practice.

Learning to observe

A really essential but often neglected method of learning in road traffic is observation. This is more than just taking a quick glimpse or noticing something by chance. This is about consciously being aware of something. Observation has to be learned.

Those who never learn to observe other people, traffic and their surroundings closely will find it hard to gain any new insights from their impressions of day-to-day life. However, those who go through life with open eyes and curiosity are always ready to learn. Help your child to learn to observe, for example, so that

they can better assess other people's intentions in road traffic.

There is a lot to be aware of, but take it in small doses, without trying to absorb too much in one go: for example, the behaviour of people on the pavement or at a zebra crossing, on a bicycle on the cycle path or in a car (for example, at traffic lights) etc.

It is important to explain the observation task to the child beforehand, then to observe together and then talk about it with the child afterwards.

HOW SHOULD I BEHAVE WHEN CROSSING THE ROAD?

PLAYING OUTSIDE

Why is it so important for children to play outside?

Because playgrounds, gardens and parks allow children to gain experiences that are essential for their social and physical development. It's only outside that they can really romp around, be loud – be a child.

Isn't it far too dangerous outside?

Most accidents involving children happen in the home. It is true, however, that the consequences of road traffic accidents tend to be serious and dramatic, especially if motorised vehicles are involved. Children are most often involved in accidents when they are playing near their house on residential streets and roads with an average volume of traffic. Residential areas with multi-storey houses and mixed residential and commercial areas are typical "accident zones". Later, when children are old enough to go off on their own, residential streets with heavy traffic and thoroughfares are particularly risky. Vehicles move at high speeds in these situations and there are hardly any areas that are safe for children to stop and wait.

Photo: Martin Lukas Kim (DVR)

Check whether your child actually keeps to the agreed play area – including when playing with other children. If not, the boundaries will have to be tightened up.



What is the role of the street outside your house?

Of course, your decision as to whether your child can play outside depends very much on the traffic conditions, especially the volume of traffic, outside your front door. What is quite possible in the countryside, for example, might be more problematic in a city.

What can parents and guardians do to ensure their children can play outside?

Parents and guardians should take a close look at their children's play areas. The first thing you should do is find out the particular danger points in your living environment. These include narrow footpaths with high kerbs, missing footpaths or unclear boundaries between walking areas and the road. Also, any access roads to garages, car parks and businesses. Plus any streets with lots of parked cars on them or with higher speed limits. Crouch down to see if there are any obstacles (e.g. plants, advertising columns or rubbish bins) that could pose a risk for your child.

How do I make it clear to my child where they are allowed and not allowed to play?

The best thing to do is to make a "site inspection" with your child and agree on boundaries which they will not be allowed to go beyond under any circumstances when playing. In quiet residential streets, it is sometimes possible for children to play on the pavement or near the road. On roads with heavier traffic, the boundaries need to be tighter.

Does this apply to all children?

Where a child is allowed to play and where not, of course, also depends on how they behave:

- ➔ Are they rather inattentive and likely to ignore or forget to look out for other road users?
- ➔ Do they quickly forget agreed rules?
- ➔ Does your child often run into the street for no apparent reason?
- ➔ Is your child impulsive and more willing to take risks? – Or are they reliable and level-headed?

BALANCE BIKE, SCOOTER OR BICYCLE?

Why do children find riding a bike, scooter or balance bike so much fun?

Because it's fascinating to be able to move as fast as possible with as little effort as possible. In this respect, children are no different from adults. So most children also progress unerringly from their ride-on car to a balance bike or scooter and then to their first bicycle. There is nothing wrong with a bike or a scooter in principle. Children have a lot of fun with these and use them to improve their balance, dexterity and stamina. The important thing is that the play equipment is appropriate for the child's abilities.

Balance bike, scooter or bicycle?

If possible, it's best to use a balance bike or scooter at first. Many children start riding a bike too early. Children can build experience on two wheels with a balance bike or scooter: They have to keep their balance, try out different speeds, learn to lean on curves and have to react quickly. A scooter or balance bike helps improve children's motor skills and puts them at less risk because they are usually slower than a bike. Scooters and balance bikes are the ideal play equipment to prepare for cycling later on.

Where can children play on scooters, tricycles, bicycles and inline skates?

Caution is advised here, because in the "rush of speed" children quickly forget everything around them. That is why children who play outside on these fun modes of transport should generally only ride in traffic-free areas, i.e. in playgrounds and parks, until they reach pre-school age.

What equipment do they need?

Bicycle helmets reduce the risk of head injuries in the event of a fall, reduce the severity of any head injury, prevent many fatal accidents and are also effective in 'single bicycle crashes' that don't involve anyone else. This not only applies to cycling, but to scootering and skating too. A helmet provides optimal protection if it is worn and fastened properly. The upper forehead area and the back of the head are covered by the helmet.



Are children more at risk on a bicycle than on a scooter or balance bike?

Definitely! Children can reach higher speeds on a bike, and braking and stopping is not as easy as it is on a scooter or balance bike.

When cycling, children have to pedal, steer, keep their balance, brake, listen, look, take corners, stay on track, make the right decisions in difficult situations and react quickly. When cycling, children are never just solving one task at a time; they are constantly having to deal with several tasks all at once. This is also the main problem of cycling (in road traffic): children are quickly overwhelmed when they have to deal with multiple tasks at once.



Photo: Martin Lukas Kim (DVR)

What should their first bicycle look like?

If you only allow your child to cycle in a limited traffic-free area, then a properly equipped children's bike will suffice. The important parts must be well screwed down and fastened: loose handlebars, a saddle that suddenly spins around or a spinning pedal crank can cause a bad fall and injuries. The same applies, of course, to faulty brakes, a missing chain guard or loose mudguards.

Also important for safety:

- A low step-through on the frame
- Adjustable handlebars and saddle
- Wide, non-slip pedals
- Fully closed chain guard
- Safety grips on the handlebar ends
- Padding on the handlebars
- Soft plastic bell
- Bike helmet
- Suitable clothing for cycling
- Functioning brakes

How big or how small should the bike be?

It is very important that a bike really "fits" the child. The saddle height is correctly adjusted if the child can support themselves with the balls of both feet on the ground. The handlebar width should be approximately the same as the child's shoulder width. The handlebars should be significantly higher than the saddle so that the child can sit as upright as possible and does not have to support their upper body on the handlebars. If the child's head is over the handlebars when they lean forward while sitting on the saddle, the distance between the handlebars and the saddle is correct.

Where should younger children cycle in road traffic?

Children must cycle on the pavement until they are eight years old. If they are accompanied by an adult, that adult may also use the pavement. Priority must still be given to pedestrians. Children of this age may only use cycle paths if they are structurally separated from the road. When crossing a road, they must dismount from the bike and push it – even if they are coming from the cycle path.

Children (and adults) are also only allowed to ride scooters or other children's transport equipment such as skateboards, roller skates and inline skates on the pavement.

Where can older children ride their bikes?

Children up to the age of eight must, and children up to the age of ten may, ride their bicycles on the pavement. They must not endanger or obstruct pedestrians. They must adapt their speed to pedestrian traffic when necessary.

What should you consider if you want to transport your child on your bike?

People aged 16 years old or over may only carry children with them on their bike if said bike is designed and equipped to carry passengers. This means it has a special seat and uses wheel covers or similarly effective devices to ensure children's feet cannot get caught in the spokes. Up to two children up to the age of seven may be carried in bicycle trailers designed to transport children. This age limit of seven years does not apply when transporting a disabled child.

Important features of children's bike seats:

- The seat must bear a GS test mark and comply with the DIN 14344 or DIN EN 15918 standards.
- The straps securing the child in the seat should adjust to fit properly.
- The footrests should be adjustable so that the child can rest their feet safely, i.e. their feet should not dangle in the air.
- The seat must be the right size for the child.
- The seat surface should be non-slip and seat cushions must be firmly attached to the seat (no loose cushions).

Before making a purchase decision, you should definitely look at the latest test results and ratings. Whether it's best to purchase a child's bike seat for the front of the bike or for the pannier rack is up to the parents. Each of these positions has its own advantages and disadvantages. The safest position is the one behind the adult rider.

A double-leg kick stand is recommended to ensure the bike has good stability while you are strapping the child in. Nevertheless, once the child is in the seat, the bike must be held securely by an adult. Children being transported in a child's bike seat should always wear a helmet!

What does a good bicycle trailer look like?

When transporting children in bicycle trailers, the same conditions apply as for children's bike seats. So far, there are no special regulations for these types of trailers. However, based on various tests, the following recommendations can be made for their condition and use:

- Stable frame with rollover protection
- Wide straps (at least 25 mm) for securing the children
- Protection against children reaching into the wheels or spokes, e.g. by high side parts or covers on the wheels.
- Angled tow bar to attach the trailer to the rear dropout of the bicycle frame at the height of the rear axle; attachment to the seat post is not recommended due to the risk of tipping over in the event of a bicycle fall; a hitch fastening that prevents it from being released unintentionally.
- Prescribed lighting: two red, non-triangular reflectors at the rear, yellow (spoke) reflectors to the side, two white reflectors at the front, a red rear light (battery lights are permitted) when travelling in the dark, plus a white light at the front left if the trailer is over 80 cm wide.

Also important:

- Sufficient head- and legroom for the child/ children
- Variable seating position: if only one child is travelling, they should sit in the middle of the trailer
- Protected from wind, rain and splash water, but still well ventilated

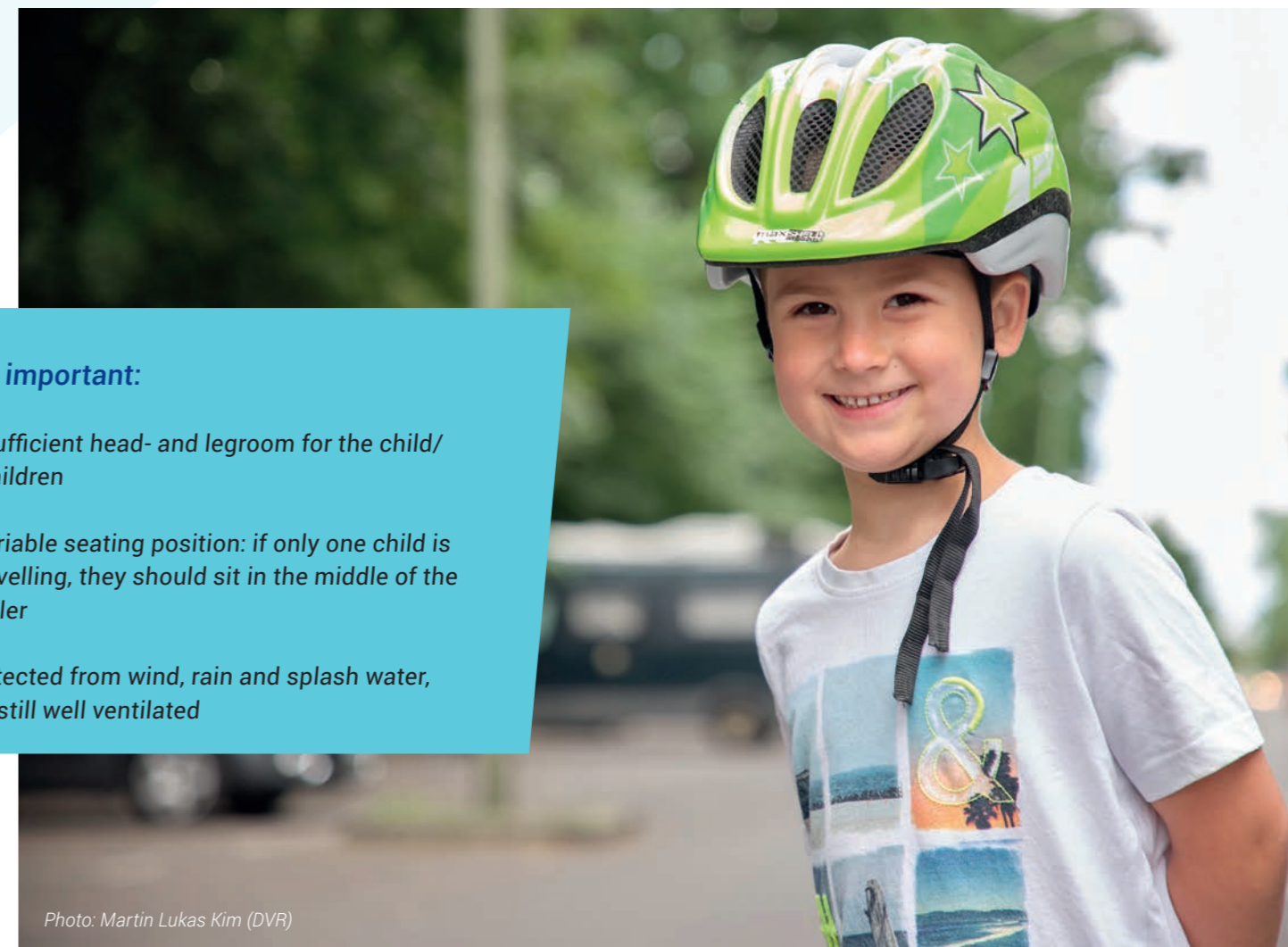


Photo: Martin Lukas Kim (DVR)

On the bicycle pulling the trailer, the following equipment is important:

- Powerful brakes
- Mountain bike gears
- A secure bicycle stand (kick stand or two-legged stand)

First you will have to get used to riding with a trailer. A wider radius is needed to negotiate bends and the braking distance is significantly longer, especially downhill. This means you have to ride more carefully than usual. The length of the bike and trailer together and the space required at the sides of the trailer must be taken into account.

Which is better: a child's seat or trailer?

There is no general answer to this question, as both modes of transport have their own specific advantages and disadvantages.

Overall, trailers would be the best choice if you are considering cycling longer distances, e.g. a cycling holiday. For short journeys and journeys in denser urban traffic, on the other hand, a child's bike seat is preferable.

The right lighting is also key:

The German Road Traffic Licensing Regulations specify the lighting required for a bicycle trailer. Just like bicycles, trailers must be fitted with type-approved lighting. This must not be obscured in any way. The following requirements have applied to bicycle trailers since the beginning of 2018. It is recommended that older bicycle trailers be retrofitted accordingly.

Front lighting for the bicycle trailer:

- For a trailer width of more than 60 centimetres: A white reflector on the left and right at a maximum distance of 20 centimetres from the outer edge.
- If the trailer is wider than one metre: A white light on the left side is also required.

Rear lighting for the bicycle trailer:

- For a trailer width of more than 60 centimetres: A red tail light on the left side.
- Generally two red reflectors on the left and right (category "Z") at a maximum distance of 20 centimetres from the outer edge.

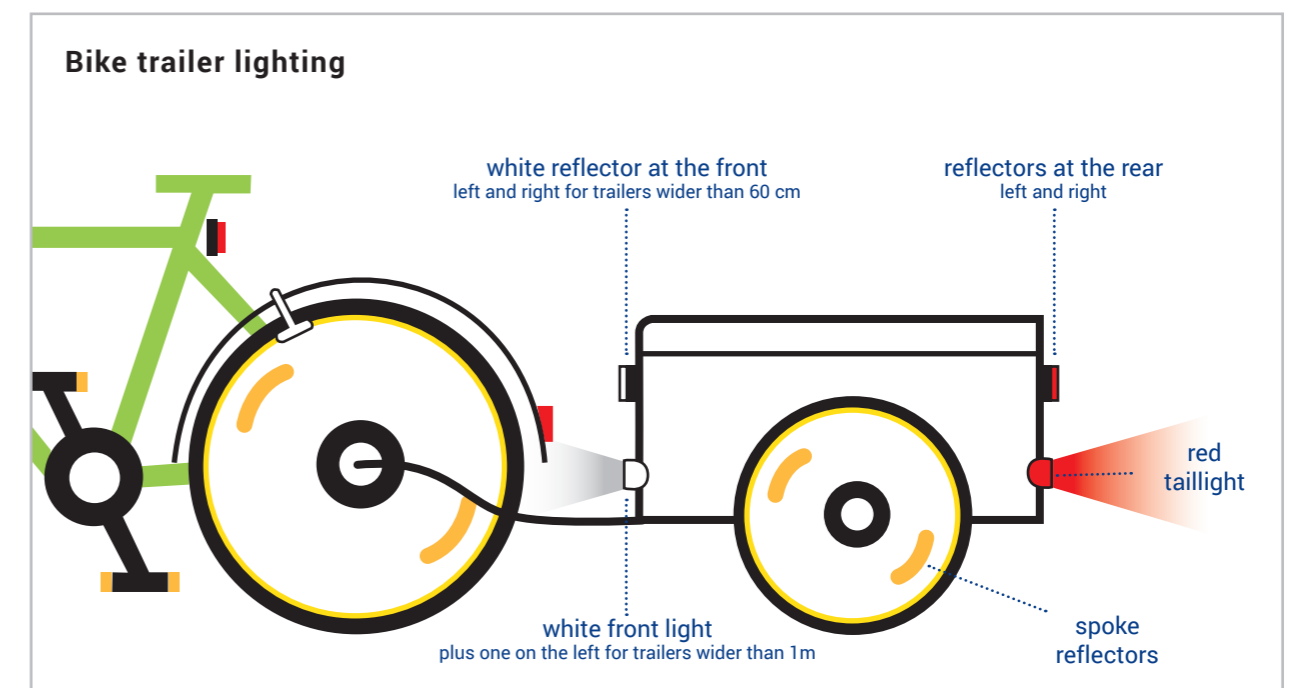
Side lighting:

- Retroreflective white stripes on tyres, rims or wheels or on the spokes of each wheel. Alternatively: Fit two yellow spoke reflectors on each wheel offset by 180 degrees (ADAC, 2021).

When can a child ride a bike on their own for the first time?

Many parents decide that their child will not be allowed to cycle on their own in traffic until they have successfully completed their bicycle training at primary school. This usually takes place in Grade 4, i.e. at around ten years old. Other parents might allow their child – especially in flat, rural areas or in low-traffic residential areas – to go on certain solo rides towards the end of their pre-school period. The decision can ultimately be justified in each case by considering, among other things,

- if they can exclusively stay on wide pavements
- which dangerous situations the child will have to deal with on the route, for example when crossing the road, at intersections or junctions, at entrances and exits,
- how well the child can control their bicycle, in particular whether they can stop safely in front of the kerb,
- how sensible or easily distracted and unpredictable they can be
- how well the parents have prepared the child for such trips.



To be safe on the road, the bicycle trailer must also be properly illuminated. ©ADAC e.V.

Checklist

Further indications as to whether you can trust your child to ride on their own yet can only be found through intense observation of their behaviour. The following abilities are important grounds for your decision:

Getting on and setting off

Can the child get on their bike safely?

Do they set off in a straight line or wobble about?

Are they completely focused on their bike when they set off, or can they also pay attention to other things?

Steering

Can the child ride in tight circles and curves in either direction?

Can they ride in a perfectly straight direction?

Can they briefly take one hand or the other off the handlebars while riding without accidentally steering off course as a result?

While riding, can they look briefly behind them without swerving?

Braking and stopping

Can the child apply the brakes quickly and with enough force?

Can the child apply both brakes at the same time to achieve the shortest possible braking distance?

Can they keep steering their bike in the right direction even while braking?

Do they stay on the saddle until the wheels come to a standstill, or do they jump off before that?

Can they manage to stop quickly and safely on command ("Stop!", red light)?

Can the child change their direction of travel by steering quickly and shifting their weight?

Evasive manoeuvres

Can they avoid you if you unexpectedly step into their path from the side or put your hand out in front of them?

Can the child press their bell while riding?

Dexterity

How skilfully can they handle cycling over a small obstacle (e.g. a thin branch)?

Do they leave enough lateral distance to obstacles (fences, hedges, parked cars) when riding?

Can they push their bike skilfully, safely and quickly?

When riding on the pavement

Does the child ride slowly and considerately enough on the pavement so that pedestrians are not endangered?

Do they leave enough distance between the bike and the kerb?

Does the child stop safely before they reach the kerb when they want to cross the road?

Do they look both ways before stepping out onto the road with their bike?

When crossing the road, are they just concentrating on pushing their bicycle, or can they still pay attention to the traffic?

RIDING IN THE CAR

Who is more at risk: children on foot, on a bike or in a car?

Children are at greatest risk of being injured when riding in the car. Many children suffer serious injuries because they are not buckled in, their child seats are not fitted properly or because they are only strapped in with an adult seat belt. That is why children must always be secured by suitable protective systems when travelling by car!

What are the regulations?

Germany's Road Traffic Regulations (StVO) stipulate up to what size and age a child restraint device (child seat) is mandatory. According to these regulations, child seats are compulsory for children up to a height of 150 cm or up to the age of twelve. That means children are allowed to ride in the vehicle without a child seat from their twelfth birthday or if they are taller than 1.50 m – with the appropriate belt fastening, of course.

Three child seat standards are currently approved (as of: 2022): i-Size (UN ECE Reg. 129), UN ECE Reg. 44/04 and 44/03.



i-Size standard

The latest i-Size standard is based on the child's height. The specification of the manufacturer, as they are permitted to determine the size range for their own child seats, is the decisive factor.

Regardless of their size, children up to the age of 15 months must not be transported facing the direction of travel in these child seats. Only rear-facing seats and car cots fitted transversely to the direction of travel are permitted. DVR and ADAC recommend that children up to the age of two should only travel facing away from the direction of travel.

Notes and recommendations

As a general rule, you should always read the vehicle manual and the child seat instructions carefully, as well as observing the following:

- Do not change the child seat to the next size up too early.
- Children up to two years of age are better protected in a rear-facing child seat.
- A booster seat with back support offers more protection in the event of a side collision (ADAC, 2019).

Baby on board

When buying a baby car seat, it is essential to try it out in your own car because belt length, belt geometry and the design of the seats are different in every vehicle – so take your car to a specialist shop. If the baby is going to ride in different vehicles, the car seat should be equally easy to fasten in all vehicles used.

Baby car seats are basically designed so that they can only be fastened in the car against the direction of travel, i.e. the baby faces backwards. In the event of a front-on collision, the baby's entire back is thus pressed into the seat over a relatively large area. However, this only works if the baby is not lying too flatly in the seat. Since this position itself puts strain on the spine, it should be kept to a minimum during its first months of life.

It is best for parents to buy a rear-facing seat for Group 0+ or approved according to ECE R 129 before the baby is born. When using child seats according to the new regulation, children up to the age of 15 months must be transported in rear-facing systems. Here, too, you should try to avoid changing to a forward-facing system too early, especially as this decreases the protection of the head and neck. This means that the baby can be transported home from the hospital safely (and in accordance with regulations). The child can be secured in this seat until it weighs 13 kg or the car seat becomes too small.



NB: Always fasten children properly into a child seat, even if you are in a rush or not going far!

In the event of an accident, a belt designed for adults can cut deeply into a child's abdomen or neck and cause serious injury. That's why school children up to the age of twelve or 150 cm tall must also be fastened in a child seat – with a backrest if possible – and a three-point seatbelt. The belt should run across the pelvis (not the abdomen) and centrally over the collarbone (not on the neck). The seat must therefore have marked guides for the belt to pass through and a back support with good lateral support. The use of a simple booster seat without backrest or headrest is strongly discouraged. In the event of a side collision, these offer the child no protection whatsoever.

A baby car seat is a highly sophisticated technical device designed exclusively for keeping them safe in the car. Other uses outside the car should be avoided at all costs, especially in the first months of a newborn's life. Outside the car, babies are better off in a pram or sling (cf. ADAC, 2021).

Where should the baby car seat not be fitted?

The baby car seat must never be mounted on a passenger seat with a front airbag that cannot be switched off as this has a high risk of injury! In this case, the baby seat belongs on the back seat.

When should I change to a new child seat?

When the baby's head reaches the edge of the shell, they have outgrown the seat. Only then is the purchase of a new child seat recommended.

Are there good child seats for primary school children as well?

Actually, the primary school years can be difficult when it comes to car seats. Many children no longer want to be "babies" or use child seats. Parents who assume that their vehicle's normal seat belts are sufficient to secure their children are committing a dangerous error.

When do older children stop needing a child seat?

The weight classification for Group III child seats (22 to 36 kg) appears to suggest that children weighing 36 kg or more no longer need to be secured in child seats. This is incorrect! If your child is younger than twelve years and smaller than 150 cm, but already weighs over 36 kg, you should ask the manufacturer of the child seat what is the maximum body weight the seat should be used for.

Isofix – yes or no?

Isofix is a standardised, fixed connection between the child seat and the vehicle, which above all makes it much easier to install the seat safely. The child seat is firmly attached to the body of the vehicle with Isofix brackets. Isofix mounting points are now mainly fitted as standard on the two outer rear seats. Special mounting arms on the child seat grip around the Isofix mounting points in the vehicle and click into place. The seat is then firmly anchored in the vehicle.

Seats that connect to the vehicle's Isofix mounting points using the vehicle's safety belt as well as the seat's own belt straps, called Isofix Latch, are relatively new. These make it easy to move the seats sideways. However, separate Isofix harness systems are not permitted. Some Isofix seats may also be fitted in vehicles using their standard available belt attachment.

If it is possible to use Isofix systems in the car, this is recommended. This offers a huge increase in safety and its easier operation is a real relief for parents.

SESSION 1

Work assignment

Sketch a traffic situation near where you live that your children have to deal with every day or frequently.

Where do your children play? At which points do your children have to deal with traffic situations?

Please mark the critical places or situations that could be dangerous for your children in red.

Work assignment on assessing risks

The facilitator will discuss a selected road traffic situation with you in terms of its dangers, causes and consequences. The aim is for you to develop preventative strategies and possible solutions for the situation. The questions below should help you come up with the answers.

What dangers might arise in these situations?

What are the possible causes and consequences?

How can these dangers be preemptively avoided?

Your safety message

At the end of the seminar you will develop one or more safety messages with your facilitator:

SESSION 2

Work assignment

"How do you reward your children for behaving correctly around road traffic?"

Please compile a list of different situations in which you praise your children for behaving appropriately in road traffic.

What is important to you when praising your children?

Please note down your answers so that they can be discussed in the group afterwards.

Time: 5 mins

Work assignment

Please compile a list of different ideas for opportunities to practise behaving correctly around road traffic with your children.

Please note down your answers so that they can be discussed in the group afterwards.

Time 5 mins

Group work

Please draw up a checklist of possible road traffic hazards for children where you live.

List any potentially significant aspects, such as the number and type of vehicles driving there, speeds, traffic volumes, entrances and exits, etc. Please list these points in the left column.

Please use the middle column to list which skills children need to be able to cope with these situations.

Finally, please mark any areas where your children still have potential to develop in the right-hand column.

Time 10 mins

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Work assignment on assessing risks

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SESSION 3

Group work

Question 1

"Why are children particularly vulnerable in road traffic?"

In the group, please compile a list of different, generally accepted causes and discuss them in terms of their potential risk.

Question 2

"What characterises/describes children's behaviour in general and especially in road traffic?"

In the group, please work together to describe different possible behaviours and discuss them based on their potential risk in road traffic.

Question 3

"What are the specific causes of children's behaviour in road traffic?" Please compile a list of specific reasons why children behave the way they do in road traffic.

Please take ten minutes in total and make notes for each question as a group.

Group work

"What do you consider to be the five most important things to remember regarding children with and on bicycles in road traffic?"

Please summarise the five most important principles.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



Photo: Martin Lukas Kim, DVR

Work assignment on assessing risks

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What dangers might arise in these situations?

What are the possible causes and consequences?

How can these dangers be preemptively avoided?

Your safety message

At the end of the seminar you will develop one or more safety messages with your facilitator:

SOURCES

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(publisher) (2019). 'Kindersitz-Normen i-Size und UN ECE Reg.' ('Child seat standards i-Size and UN ECE Reg.') 44.

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