

ADI PART 3 WORKSHEET – UNCONTROLLED CROSSINGS (ZEBRA & PARALLEL) (KUSC)

What do we mean by uncontrolled crossings?

Uncontrolled crossings have no traffic lights. Drivers must read the situation and act responsibly.

Types:

Zebra crossing – black-and-white stripes with Belisha beacons; pedestrians cross.

Parallel crossing – looks like a zebra, but with a side-by-side cycle lane so cyclists may cross alongside pedestrians.

The golden rule remains:

Slow early. Be prepared to stop. Give priority once they step onto the crossing.

KNOWLEDGE

Questions to check knowledge

When must drivers stop at these crossings?

What is different about a parallel crossing compared with a zebra?

Should drivers ever wave people across?

Where must the car stop if someone is crossing?

Key teaching points

If a pedestrian (or cyclist on a parallel crossing) has stepped onto the crossing, you must stop. If someone is clearly waiting, ease off, prepare to stop – and let them decide when to step out.

Never wave people across – it can mislead them about other dangers.

Stop short of the give-way line and keep the crossing clear.

Long-standing principle: people first – traffic second.

Knowledge red flags

Thinks pedestrians must always wait.

Doesn't recognise the cyclist lane on a parallel crossing.

Stops on the crossing instead of behind the line.

Waves people across and creates confusion.

UNDERSTANDING

Questions to explore thinking

Why do drivers need to slow early – even if no one is crossing yet?

Why can parked cars near crossings be especially dangerous?

Why are cyclists treated differently at parallel crossings?

Why must pedestrians decide when to cross, not the driver?

Concepts to draw out

Early slowing signals safety and leaves time to react.

Children, pets, and distracted pedestrians can appear suddenly.

Cyclists on parallel crossings have clear permission to cross beside pedestrians.

Waving can distract people from other traffic that you can't see.

Understanding red flags

Approaches fast, then brakes late.

Looks only to one side.

Misjudges cyclist behaviour at parallel crossings.

Assumes “nothing will happen”.

SKILL

Practical habits to develop

Ease off early, cover the brake, and watch both pavements.

Position so sight lines remain good; avoid edging forward.

Stop smoothly and hold the vehicle still until the crossing is completely clear.

Check mirrors before slowing – and again before moving off.

Re-scan both pavements before driving away.

Training exercises

Busy high-street crossings – controlled approach practice.

“Who might cross?” anticipation drills.

Night and rain sessions – reduced visibility planning.

Parallel crossings near cycle lanes – cyclist observation practice.

Commentary driving focused only on pedestrian and cyclist risk.

Skill red flags

Creeps forward while people are still crossing.

Stops too close to the crossing line.

Misses cyclists approaching the parallel lane.

Accelerates away before the crossing is fully clear.

CONFIDENCE

Confidence barriers to explore

Worry about traffic building behind when stopping.
Doubt about whether someone intends to cross.
Uncertainty around cyclists using the parallel lane.
Over-cautious stopping that becomes awkward.

Coaching prompts

“What clues showed they were going to cross?”
“How did slowing sooner change your stopping distance?”
“Where could a cyclist appear from here?”
“What made it safe to move off again?”

Building confidence

Start with quieter crossings; build to busier locations.
Praise patience and clear anticipation.
Reinforce that waiting is never wrong at a crossing.
Practise smooth stops that feel calm and unhurried.
Traditional wisdom: patience protects the people you'll never meet again – and that matters.

REFLECTION (for trainee or pupil)

Describe one zebra and one parallel crossing you handled today.

Using KUSC:

What did you know about priority and rules?
What did you understand about risk and anticipation?
Which skills helped you approach smoothly and safely?
How confident did you feel waiting – then moving off?
One improvement for next lesson:

COACHING CHECKLIST FOR TRAINEES

- Did I diagnose whether difficulties were Knowledge, Understanding, Skill, or Confidence?
- Did I clearly explain the difference between zebra and parallel crossings?
- Did I reinforce early slowing, not waving, and keeping the crossing clear?
- Did I tie everything back to courtesy, safety, and DVSA expectations?