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Abstract The Federal Office of Road Safety have produced a Pre-primary schools version of the road safety education resource material "Out and About". This report details the evaluative research undertaken amongst pre-school teachers, pupils and parents, once the resource had been trialled on 10 pre-schools and 32 pre-school classes. Teachers using the materials were generally positive about the usefulness of the sensibly age-related road safety concepts. However, developmental improvements were suggested which the teachers considered would extend the active participation of the pre-school pupils			
KEYWORDS: Pre-schools, Pre-schooler Children, Teachers, Parents, Workbooks, 'Out and About' Team, Posters, Stickers, Teachers' Handbook, Parents' Guide, Mouse, Wombat, Koala, Possum, Seatbelts, Traffic, Footpath, Road, Road Safety, Resource Material.			

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'Out and About' Pre-School
Children's Road Safety Campaign

Final Report

Prepared for:

The Federal Office of Road Safety
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Conclusions

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Background

'Out and About', a package of resource materials produced by the Federal Office of Road Safety to assist with road safety education in primary school, was evaluated in 1986. This material, consisting of:

- * a Teachers' Manual
- * a Teachers' Guide
- * a workbook for 5-7 year olds
- * a workbook for 8-11 year olds
- * a Teachers' questionnaire

proved to be very acceptable to teachers, children and parents involved in the evaluative research.

In the course of the evaluation a number of improvements were suggested and many were incorporated in the 1987 revision of the 'Out and About' Kit. In response to an identified demand, this revision has included a set of newly developed pre-school materials aimed at 4-5 year old children in formal pre-school. These new materials are comprised of:

- * a Teachers' Handbook
- * a classroom activity poster
- * childrens' picture book
- * a Parents' Guide

The new pre-school 'Out and About' material has been released in all States/Territories except New South Wales, Victoria and Queensland each of which have or are about to have their own pre-school road safety programmes in place.

The Federal Office of Road Safety required an evaluation of the pre-school road safety education material, and AXIA was commissioned to undertake this research. This document outlines the major findings of the evaluation of the 'Out and About' pre-school material conducted by AXIA.

Introduction : The 'Out and About' Pre-School Material

The pre-school 'Out and About' material was available from mid-April 1987: included in the pre-school kit are:

- * a Teachers' Handbook
- * 24 Parents' Guides
- * 24 Childrens' Workbooks
- * a classroom activity poster with stickers

The material is developed around four native Australian animals, all of whom appear in the primary school material. All four are endangered species and have definite and unique personalities which the primary school children had found easy to identify and empathise with.

The Teachers' Handbook clearly expresses the difficulties involved in childrens' road safety education, for example:

- * spatial relationships are often uncertain or under-developed, therefore
- * speed/distance judgments and left/right decisions are difficult
- * sight and hearing are different from adults' sight and hearing, and physical co-ordination is not fully developed
- * concentration spans are short and limited to one thing

Further, the Handbook outlines the need for a nexus of discussion and practical experiences in the development of childrens' road safety awareness, attitudes and eventual

behaviours. Parental involvement and encouragement is also mooted and teachers are asked to invite parents to discuss the 'Out and About' kit and to help with supervising practical teaching experiences.

The material covers four simple concepts for beginning the childrens' formal road safety education. These concepts are:

1. to recognise the importance of wearing seatbelts whenever travelling in a car
2. to understand the concept of traffic and to recognise that roads are for traffic and not for children
3. to understand the concept that foot-paths are the safest place to walk
4. to recognise that it is dangerous to play on or near any road

Aims, objectives and activities developed around these concepts are outlined in the Teachers' Handbook. The Children's Workbook is fully illustrated to encourage discussion around each concept.

Finally, as with the primary schools material, a structured Teachers' questionnaire is included in the pre-school Kit.

Research Objectives

The objectives of the Federal Office of Road Safety's evaluation of the pre-school 'Out and About' material were set out in the formal brief to consultants. They were two-fold:

- 1) to establish what pre-schoolers know and do, in relation to road safety
- 2) to assess the impact of the newly developed pre-school materials, ie. by
 - * determining their usefulness as a resource for teachers of 4-5 year olds
 - * determining the impact of the materials on the road safety knowledge, attitudes and behaviour* of 4-5 year olds
 - * establishing whether or not 'Out and About' has affected or influenced the manner in which parents impart information or training on road safety skills to their children
 - * ascertaining the usefulness of the materials as a national resource

* Modification to childrens' behaviour is clearly a long-term project. The research team observed the road safety behaviour of the children involved in the research but can make no predictions about the effect of the 'Out and About' material on their behaviour over time.

The Consultant's Task

The consultant was required to undertake a number of tasks to complete a three-stage evaluation of the 'Out and About' pre-school materials.

Stage One

1. In each of the participating States/Territories the Road Safety and Education authorities were consulted and involved in the organisational stage of the research project.
2. The consultant contacted and 'enrolled' a sample of pre-schools from each of the four States/Territories and obtained a commitment to participate in the study.
3. At each of the co-operating schools, the consultant investigated the views and attitudes of:
 - * teachers
 - * parents
 - * children,
 prior to their use of the new 'Out and About' material.

Stage Two

4. Subsequent to the initial research with teachers, parents and children, the consultant distributed the 'Out and About' materials to the co-operating pre-schools.

Stage Three

5. The teachers, parents and children from the co-operating trial pre-schools were re-visited and re-interviewed/observed, two weeks after the 'Out and About' materials had been used.

Research Methods

Research methods were constant across both fieldwork stages. The research was qualitative rather than quantitative and involved:

- a) In-depth, one-to-one interviews with the pre-school teachers. These were conducted by the Principals of AXIA, Jenny Rush and Bronwen Castor. The interviews followed a topic guide but were otherwise unstructured. All were tape recorded and these tapes were transcribed for analysis and reporting.
- b) Informal brief 'discussions' with a number of groups of five or six pupils at each pre-school. These were also conducted by the AXIA Principals, and were tape recorded. Indeed, the tape recorder became a focal point for encouraging the children to talk. Discussion was of necessity brief, and unstructured.
- c) Informal and impromptu one-to-one discussions with the pupils as they engaged in group or individual tasks at their activity tables. These conversations elicited the children's views of the themes or stories they were illustrating in their craft work, which had to do with road safety.
- d) The children were also observed arriving and leaving the pre-school, in some schools.

- e) Group discussions with parents of the children, conducted by the **AXIA** Principals at the pre-school. An approved topic guide was used to ensure that the groups covered all areas of interest to the researchers, however the attendees were encouraged to freely discuss any and all ideas or experiences they might have, to do with road safety. All discussion was tape recorded and the tapes transcribed for analysis and reporting.

Liaison/Reporting

The consultant was required to liaise with the Federal Office of Road Safety throughout the course of and on all aspects of the study. An interim report was provided in September, 1987, on the completion of Stage One.

**Background to the Structure
of the Pre-Schools and Their Staff**

1. Number of Pre-schools in the Sample

Ten pre-schools and seventeen* teachers were involved in both stages of the 'Out and About' Pre-school material evaluation.

At six of the ten schools there were two pre-school units, each with a morning and afternoon class (i.e. with four groups of children attending). In the balance of four schools there was one pre-school unit and a morning and afternoon class. Thus thirty-two groups or classes of children were exposed to the 'Out and About' kit.

In most cases the pre-school class was between 20-23 children but the range was between 13-25 children.

The distribution of the schools and classes across the States/Territories is outlined in the table below. It should be noted that in Tasmania and in the Northern Territory, one of the three schools involved in the evaluation was in a country area, New Norfolk and Humpty Doo respectively.

Table 1

Distribution of Pre-Schools Involved in 'Out and About' Kit

n=	A.C.T. (2)	Tasmania (3)	Western Australia (2)	Northern Territory (3)
<u>Schools</u>				
No. of Pre-school Units involved	4	5	4	5
Total No. of classes (am/pm)	4	10	8	10

* 1 teacher in Western Australia was ill at the time of the researchers' second call. Her illness had interrupted the 'Out and About' classroom evaluation and this unit is therefore not included in this report.

2. Attendance Patterns at Pre-schools in the Sample

Most children began pre-school at the age of four and many attended for two years before going into the first year of primary school. In some cases children would spend one year in pre-school and then go into a Preparatory class in the Infants/Primary school area.

Morning pre-school generally consisted of three hours and whilst most afternoon sessions were also 3 hours long, some pre-schools held two and a half hour afternoon classes for the youngest pupils.

The younger children attended pre-school in the afternoons and generally for four afternoons each week, although in one or two cases morning and afternoon classes alternated. Thus some children had the opportunity for a longer morning session one or two days a week and had a shorter afternoon session on the other days.

3. The Teachers' Teaching Experience

The years of experience of the teachers involved in the evaluation in teaching at any level ranged from one to twenty two years; the median was eight years. The median years in pre-school teaching was four years.

Most teachers had taught in other pre-schools before being appointed to the school involved in the test, but some were of long-standing at that particular school.

4. The Catchment Areas of the Pre-schools

Each teacher was asked to describe the areas from which their pupils came. Over the sample of schools a range of socio-economic areas was covered.

The backgrounds of the pupils ranged from fairly poor, predominantly one-parent families, through to homes with two working parents, professional and business people with settled families. In the country area of Tasmania (New Norfolk) the families mostly worked for the paper mills or the mental hospital in the area and were a mixture of blue collar and professional people. In Humpty Doo, many of the families were white collar or professional people who chose to live outside of the metropolitan area on 10 and 20 acre blocks, although a small number were at the other end of the scale with little income and living in caravans or very old homes.

A small number of Aboriginal children were represented in the schools in Darwin and one Aboriginal child attended a pre-school in Hobart.

Summary of Key Findings From
Stage 1

Section A
The Teachers

1. Whether Road Safety Taught Previously at Pre-school Level

- 1.1 All teachers interviewed had previously taught road safety at pre-school level and for most these lessons had been incidental rather than part of a specific theme.
- 1.2 Road safety was considered to be an on-going subject, something directly related to the children's daily experiences. Consequently reinforcement in everyday activities was thought to be necessary.
- 1.3 Often day-to-day incidental teaching or reinforcement was given in response to parental requests or in response to children's actions or pictorial or reading stimulus.

2. Where These Lessons had Been Developed

- 2.1 Few of the lessons had been formally developed in any sense. That is to say, teachers often responded to conversations with or the experiences of the children, or requests from parents, in presenting road safety concepts.
- 2.2 However, theme weeks were planned where the teachers had to put together their own material and develop activities.
- 2.3 The children's active rather than passive participation was considered essential for any lessons to be effective. Without such participation children did not easily assimilate any of the lesson content: indeed all pre-school lessons were approached from this point of view.

3. Materials Available to the Teachers

3.1 Most teachers were able to obtain posters and/or leaflets from Road Safety offices if they requested them. Furthermore, most had collected resource material and ideas during their years as teachers.

3.2 Road safety-related material which was utilised by the teachers included:

- * Hector the Cat printed material and video
- * A visit by Hector to the school prior to the trial period (in two schools)
- * Wooden construction blocks, wooden cars, trucks and/or buses as well as wooden 'stop' and 'go' signs
- * play mats painted with a system of roadways, crossings, corners, footpaths which were used at play time
- * cycle tracks in playgrounds which could double as roadways for role-play activities. These cycle tracks were used in conjunction with large wooden 'stop' and 'go' signs but one school had battery operated traffic lights.
- * posters and leaflets

- * puzzles and books
- * visits from the police or road safety people
- * walks in the area on which road safety instruction was given

3.3 The teachers all reported that good, up-to-date material on road safety, suitable for 4 and 5 year olds, was not easily come by.

3.4 Some teachers expressed a desire for a road safety kit, especially designed for pre-schoolers.

3.5 Most teachers expressed some dissatisfaction with the lack of information available to them on the location or possible source of pre-school road safety material.

4. Extent to Which Sourced Material had Been Useful or Popular With Pre-Schoolers

4.1 Most teachers who were aware of materials from their local Road Safety Authority and in particular who had had visits from these Authorities, were impressed by the work done by them. Overall however it was generally considered that there were insufficient follow-up materials available.

4.2 The Hector the Cat material was very popular with the children and it was suggested that follow-up material on Hector, such as a kit with a Hector puppet, would have been excellent support given that the posters were not particularly demanding of children's participatory skills.

4.3 Criticism of the Hector the Cat material related to:

- * the visits being appropriately timed
- * the language which was too old for pre-schoolers and required up-dating

5. Factors Considered when Deciding to Teach Road Safety

5.1 Although teachers considered a number of factors when deciding if and when to teach road safety to the pre-school pupils, the most important was the need for children to be aware of the dangers of the road. The other factors considered were:

- * local conditions (car parks, the presence of pedestrian crossings or otherwise)
- * children's capabilities (were they riding to school accompanied or alone, were they walking to school or were they generally being driven)
- * road safety's relevance to other topics or activities
- * the belief that road safety was a topic as important or more important than good manners

5.2 According to the teachers, the approach to teaching road safety was greatly dependent on the group of children in any one class. Hence teachers made arbitrary choices based on what they considered important and interesting to that group and what could be accomplished by them.

6. Beliefs About the Most Effective Type of Materials for Teaching Road Safety to Pre-school Children

- 6.1 The teachers stressed the need for 'concrete' things as aids for teaching pre-schoolers about road safety; simple materials, things which the children could use and handle. The children were not able to cope with abstract thoughts at pre-school age, the teachers claimed.
- 6.2 Although materials which could be used by teachers for instructional purposes were useful (e.g. music tapes, recorded stories) teachers were of the opinion that those materials which could be actively used by the children were far more pertinent.
- 6.3 The main types of materials considered particularly useful for instructing pre-schoolers in road safety were as follows:
- * realistic, large signs (e.g. 'stop' and 'go')
 - * large plastic mat with roads and crossings, toy people, signs and cars
 - * white blocks to go with existing wooden blocks to make roads and crossings
 - * outdoor equipment including traffic lights, tricycles, pedal cars
 - * visits from road safety officers or police
 - * road safety games
 - * a resource book with ideas/instructions for relevant craft work

- * films suitable for 4 and 5 year olds
- * large posters with big words and pictures
- * simple, clearly illustrated stories
- * stickers, badges, a puppet of Hector and a kit to follow up on his visits
- * puzzles
- * pamphlets
- * cardboard cars for children to use in role play
- * books on road safety directed at pre-schoolers

7. Attitudes Towards the Frequency of Teaching Road Safety to Pre-schoolers

- 7.1 The teachers were unanimous and emphatic that the pre-schoolers needed constant reinforcement and teaching about safe road behaviour. It was thought that lessons should be integrated: indeed opportunities were presented daily for reinforcing road rules.
- 7.2 In addition about half of the teachers felt that road safety should be taught as a topic at least once a year and over a period of at least a week.

8. The Balance of Instruction and Practical Work Considered Necessary

- 8.1 Although the teachers constantly gave instruction within the classroom, practical work was considered the most effective learning tool. All teachers stressed the need to involve the children in acting out the road safety rules in as realistic a situation as possible.
- 8.2 Most teachers insisted that the incidental approach combined with a theme or topic was essential, and that road safety should be reinforced daily.

9. Beliefs About Who Should Produce Pre-school Road Safety Material

- 9.1** The general feeling was that road safety material for pre-schoolers could be produced by anyone **providing it was innovative and of good quality**, however the **most logical sources** were considered to be the State's Road Safety Authority or the Education Department. Some felt that the Education department should have a say in the development of material, regardless of where it was produced.

10. The Perceived Role of Parents in Road Safety Lessons

- 10.1 The teachers considered the instruction of young children in road safety to be a joint responsibility. It was believed that parents should have taught their children safe behaviour from the time a child was old enough to walk and that when the children went to school or pre-school the parents' role became one of backing up the lessons applied in the classroom by the teachers.
- 10.2 Some teachers felt that parents expected too much of them and many teachers were critical of what they considered to be the unsafe behaviour of parents when delivering or collecting their children from school.
- 10.3 Most teachers saw the children's parents regularly: indeed at pre-schools it appeared to be a rule that children were brought or picked up either by a parent or his or her proxy. Despite this constant channel of communication many parents were too busy to become involved in theme lessons. Many mothers worked and those who did not were believed to appreciate time away from their children.
- 10.4 More pertinent to parental involvement was the manner in which road safety lessons were constantly provided. The incidental and spur-of-the-moment classroom opportunities to teach such a topic were not conducive to parents taking part in formally developed road safety education.

10.5 In the past no teacher had requested parental assistance with road safety lessons. Parents were notified of school activities via:

- * regular newsletters
- * notice boards at the door of the pre-school

Parents who were on rostered duties during the time of the theme lessons were involved marginally but otherwise nil parent involvement was expected or counted on. Parents were asked to reinforce or support the lessons taught at school, by their actions at home.

Section B
The Parents

1. Attitudes to Children's Road Safety Education

- 1.1 The parents attending the groups discussions were adamant that it was essential to teach their children about safe behaviour on the roads.
- 1.2 Parents claimed to have been teaching their pre-schoolers road safety rules or behaviours since the children were old enough to walk. Such education or learning was as essential a part of their interaction as teaching their children to talk, some stated, since without such knowledge a child was at threat as a pedestrian.
- 1.3 Nevertheless, once the child was at school, including pre-school, little interest appeared to have been taken in the type of road safety lessons the children were given at school. Such things were the province of the teachers and apart from assuming that the lessons at school would continue their own, earlier teaching, the parents seemed quite disinterested in enquiring about what went on.
- 1.4 As earlier work on the primary schools' 'Out and About' material indicated, parents were of the opinion that education about safe road usage should and did begin at the earliest possible age. Opportunities for such teaching came from the earliest age when:
 - * the child was in the stroller or walking with parents to the shops, park, school
 - * the child was travelling in the car

- 1.5 The use of lights at pedestrian crossings or the need to watch for traffic when crossing the road were the basic topics of discussion with the children, parents reported. Almost every close adult who came in touch with the small child had a part to play in their road safety education - parent, babysitter, grandparent, teacher.
- 1.6 Parents were also aware that very young children could not really be considered to be responsible for their own safety. The young could be told about the need for caution and for observing safer road behaviour but were generally not capable of developing discretion at an early age.

2. Specific Actions Taken in the Past With Regard Road Safety Lessons for the Very Young

- 2.1 Rather than outlining specific occasions on which road safety had been discussed or specific actions taken to ensure that their child or children learnt safe road behaviour, the parents indicated that road safety education was a constant, on-going topic. Almost daily situations presented themselves which could be exploited to confirm a road safety rule with the youngsters, parents claimed.
- 2.2 As well as continually pointing out examples of safe or unsafe behaviour and the dangers of the road, the parents claimed to teach by example. Seat belts were put on, crossings made at lights and other examples were quoted. It should be noted however, that some admitted to occasionally becoming impatient and crossing the road imprudently even when accompanied by a small child.
- 2.3 Parents were convinced that only continual effort on their part could begin to make their children cognisant of the dangers to a point where the parents could feel a little less anxious when their children began to go to school and were beyond their care when going to and fro.
- 2.4 Parents were anxious that the education they had furnished their children would be taken up and continued by the schools. This being the case all were in favour of road safety education as part of the school curriculum. It should be an on-going part of the child's learning, they agreed.

3. The Fears Held for Children on the Road

- 3.1 The major and most common fear held by the parents with regard the continued safety of their children was the **unpredictability of the children's behaviour**. All the lessons and examples in the world were seen as being negated by a temporary 'lapse' on the child's part when that child became excited about something.
- 3.2 Another real fear held by parents was the recognition few very young children understood the more complex concepts such as 'left' and 'right' or 'danger'. Children could be continually told about the danger of cars or traffic to them, but it was still probable that the children did not really recognise just what 'danger' was. Country children were even less able to fully understand the dangers of the road, since many lived in areas where traffic was sparse and had little opportunity to observe and appreciate the difficulties experienced by their peers.
- 3.3 Adults using the roads needed to be made much more aware of the presence of children and of their unpredictability, the parents felt.
- 3.4 Another problem which was mentioned by all groups of parents was the careless and dangerous manner in which parents set their children down from the car to go into the school group or when collected. At a number of schools, parents reported that there were no suitable pedestrian crossings for the pupils who needed to cross the road. Even where crossings were provided at schools, parents still felt anxious on behalf of their children since not all crossings gave automatic right-of-way to pedestrians.

- 3.5 Some parents were concerned about the efficacy of exposing their children to road surroundings and trying to teach them road safety rules by practical experience. They were concerned that the very exposure of the children to the dangers might make them too familiar with the possible dangers and therefore to become careless. The alternative was to keep children continually supervised either at home, or in the car and the concern here was that they were going to 'mollycoddle' their children too much and thereby not prepare them for the roadways.

4. Parents Views of Road Safety Lessons at School

4.1 Parents believed that road safety education had to begin at the earliest possible moment in a child's life and should continue throughout the child's school years.

4.2 The parents saw the teachers as an authority with excellent potential to impart the seriousness of threats to a child's safety inherent in the road environment. Some felt road safety should be built into the school curriculum even though the school syllabus was heavily taxed.

Further, the extra authority held by teachers made them an important source of these lessons which should reiterate and build on the teaching begun by parents in the earliest years of the child's life.

4.3 In spite of this belief that the schools had a very important role to play in educating the young about safe road usage, the parents were quick to state that the responsibility began at home with themselves. In asking that schools pick up and extend this early training, they did not feel that they were handing over their own responsibility.

5. The Aspects of Road Safety Considered Important and Suggestions as to how They Should be Taught

5.1 When discussing the aspects of road safety which were important, parents concerns obviously extended beyond the earliest years when their children were being 'ferried' to school to encompass the years when their children were older and out on their own.

5.2 The parents mentioned the following as important aspects of road safety lessons at school:

- * wearing seatbelts
- * crossing roads
- * understanding traffic lights
- * bicycle maintenance
- * safe cycle riding including
the importance of wearing bicycle helmets
- * understanding road signs
- * the dangers of playing on footpaths
- * safety in wet weather
- * being accompanied by an adult
on roads

5.3 All parents acknowledged that discussions without practical experience were not very useful for small children. Therefore when discussing the manner in which road safety lessons in schools could be best applied, the parents concentrated on practical work much more than on formal lessons.

5.4 The parents thought that children should be put into role play situations where crossing roads and observing traffic lights was practical. Other activities suggested were:

- * stories
- * group play
- * imitating/acting out a road scene on foot or bikes
- * games, puzzles
- * songs
- * using stickers
- * establishing a club (road safety)
- * visits from the police
- * making signs, lights and roadways
- * constant reminders (15 minutes a week, or at the end of every day)

6. The Integration of Road Safety Education at School and the Role of Traffic Authorities and Parents

6.1 Most parents felt that road safety lessons should be a part of the daily activities of the pre-school classroom, incidental to whatever other topics or activities were being undertaken. A number felt that road safety could also provide a very suitable theme for a weeks special activities.

6.2 Many parents were aware that visits by policemen, firemen and road traffic authorities did take place in their pre or primary school. These were considered to be a very good thing since the children took notice of such authorities more than they did their parents it was claimed.

The parents were of the opinion that road safety rules should be reiterated by as many people as possible: parents, teachers, and road traffic authorities should all be constantly reinforcing these rules.

6.3 Parents indicated that they had not been asked to become involved in any road safety work at their child's pre-school. However most agreed that they would be happy to do so should the teacher request it.

6.4 It should be noted that parents were of the opinion that pre-school teachers had an authority they did not have, and that any parent participation would have to be cognisant of this. The teacher would need to be the major influence in any lessons.

Section C
The Children

1. The Children's Understanding of Safe Road Behaviour

1.1 The children could all give lip service to the basic road rules such as:

- * look right and left before you cross the road
- * do not run across the road: walk quickly
- * never cross the road when there are cars coming
- * red lights are for 'stop' and green for 'go'
- * always walk on the footpath
- * put your seatbelt on in the car

1.2 In their mat-play⁽¹⁾ the children all went to the green light and pedestrian crossing: the proper place to cross the road into the park. The park was the safe place to play and they claimed they would never play on the road as it was unsafe.

1.3 Some of the children's evaluative artwork involved making traffic lights with coloured paper as collage. Most children correctly positioned the colours on the light pole. During the course of this activity the children indicated that they knew that cars had to stop at red lights and that orange lights meant that cars had 'to get ready to stop'

⁽¹⁾ A mat illustrating roadways, footpaths and crossings was designed and produced by AXIA for use by the children during the evaluation. Photographs of this mat are included in Appendix B.

1.4 The drawings or paintings of roadways (especially from five year old children) often included vehicles on the road and people on the footpath. Whilst most of their artwork was very unformed, in telling the researchers 'stories' about their art the children were able to re-iterate the rules of crossing roads safely. Such expressions included:

- * holding mother's hand to be safe crossing the road
- * waiting until there were no cars
- * waiting for green lights
- * looking left and right for cars
- * 'walking' across the road
- * keeping to/staying on the footpath
- * don't play on the road
- * never cross the road alone
- * always wear a seatbelt

1.5 Although the children were able to demonstrate that they had been exposed to and learnt a number of rules for safe road behaviour, observation of the children's behaviour after pre-school demonstrated, as recognised, that children of pre-school age do not necessarily have the ability to identify themselves or their behaviour with

concepts learnt or discussed in the classroom. Many of the children although accompanied by a parent exhibited erratic road user behaviour:

- * they did not look before crossing the road
- * they ran rather than walked across the road
- * they darted out between parked cars in the pre-school car parks
- * they did not 'buckle up' once in the car
- * they did not stay on the footpath

Summary of Key Findings From
Stage Two

Section A
The Teachers

Introduction

Subsequent to the placement and application of the 'Out and About' Pre-school materials in the selected test schools, the researchers made a return visit to speak with teachers, parents and children. The second visit was undertaken to assess the impact of the materials, and in particular to determine the usefulness and appropriateness of them as a resource for teachers in their efforts to provide road safety lessons for the pre-school children.

The objective of the post-trial visit was outlined in the brief as:

"to assess the impact of the new developed pre-school materials by;

- **determining their usefulness as a resource for teachers of 4 and 5 year olds**
- **determining the impact of the materials on the road safety knowledge, attitudes and behaviour# of 4 and 5 year olds**
- **establishing whether or not 'Out and About' has affected or influenced the manner in which parents impart information or training on road safety skills to their children**
- **ascertaining the usefulness of the materials as a national resource"**

Modification to behaviour is clearly a long-term project and the researchers can make no predictions on the long term effect of the 'Out and About' materials on the children involved in this test.

In the participating schools, personal interviews were undertaken with the school teachers who had used the material. As well, the children were observed and talked to in small groups as they expressed their recollections of the material through drawings. Parents attended group discussions at the pre-school, to talk about the Parents' Guide and the children's reports on their activities at school.

1. Spontaneous Reactions to the 'Out and About' Kit

"There were some good parts to it and some I didn't like. The idea behind it and the concepts they wanted the children to learn are very sound".

1.1 The teachers were eager to talk about the 'Out and About' material they had trialled, and the above quote encapsulates the general response from all teaching staff involved in the evaluation. Since 'Out and About' was the first kit of material which any had used to teach road safety at pre-school level, there was an enthusiasm for the material which pervaded the early discussion period. The teachers all wished to ensure that their appreciation of the provision of age-related resource material was recorded, before they began to discuss the ways in which they thought the material could be improved.

1.2 As a 'starting point' the material had a number of advantages, the teachers indicated, and hence their enthusiasm for the current kit;

- the Teachers' Guide was very useful with its ideas for activities and its explanations of the concepts, aims and objectives
- the children's workbook was gay, appropriately laid out and the animals were attractive and of interest to the children
- the stickers were firm favourites with the pupils and relatively easy to use in conjunction with the poster
- the Parents' Guide was a 'good idea'

- it was the first kit of resource material they had had, on road safety
- it was easy to use at whatever level the teacher decided to use it

"I thought it lovely, a good starting point. We'd done a lot of road safety but it was good as a reinforcement... "

"I do think it's a good idea... it does give you a good starting point. Certainly to use it as a jumping off point into going and doing more physical things, I see as being the most important role of the materials"

"I thought it was a start in the right direction"

"I do like the idea of having an official program. I'd prefer to have it, rather than not have it, even in its present state"

"Overall, a good thing, a positive step in the right direction"

2. The Manner in Which the Material Was Used

2.1 Before we discuss the ways in which the teachers felt the material could be improved, it will be useful to outline the manner in which it was used in the trial. Thus, the reader will understand the basis of the teachers' very constructive criticisms.

2.2 Almost without exception, the teachers had used the childrens' workbook as an introduction to the 'Out and About' kit and the children had all undertaken the two activities within it;

- drawing wheels on the vehicles on page 4
- identifying the footpath on page 5 with an 'X'

The teachers had used the workbook as the basis for telling stories about the animals and about safe road use.

2.3 As well, a number of classroom craft activities had been undertaken. Outdoor activities had also been a part of the trial in most, but not all, of the schools.

2.4 The range of activities undertaken was wide. However, the teachers had usually begun with an introduction to the animal characters. This had been done with the entire class before the pupils had gone into group activities. In discussions of this kind, the teacher would generally point out the characters in the book, talk a little about them and ask for comments from the children. With the short attention span of four and five year olds, these sessions were usually quite brief, however, as the teacher moved around, the animals would be discussed with the children in their activity groups.

2.5 In some cases, the introductory talk involved the poster, with teachers displaying and talking about this, then the groups of children were given their workbooks and under supervision, looked at their book and discussed the animals. However, in one or two classes, the children were not given their workbooks until all the concepts had been discussed, that is, at the end of two weeks of intermittent discussion and activity, centred on the poster and the teachers' use of a workbook as a reader/discussion leader.

"The first thing we did was look at the poster. Then they went back to their tables to do the activities. Next time I handed them (books) to everybody and we did a group exercise, like put your finger on Wombat's t-shirt. I could see with the 25 kids that they were all tuned in"

"I felt we needed a sort of story to introduce the characters so I went straight to 'playing'. It had a bit of a story so I sort of elaborated to get a story, a narrative"

"I started off in a group situation and just introduced the characters. I gave them the books first. We looked at the characters and in conjunction with that I used the big sheet for the stickers"

"I used it during group times. We gave out the books. There were 4 things so I went through for 4 groups, for 4 days in a row, 2 days one week and 2 days the next week".

2.6 It is useful at this point to review the way in which the daily activities in the pre-schools, are undertaken. Without exception, at the beginning of each morning or afternoon session, the children gather on the floor mat. They exchange greetings with the teacher and any other people visiting the pre-school, then have a story or report time. The children tell the class about things which have happened at home, or show their fellow pupils items of interest to the 'theme' of the week. The teachers take this time to discuss the session's activities and to set the scene for these. Thus, when a theme such as 'Out and About' is introduced, the children know a little bit about it before they break up into their groups.

2.7 In each school, therefore, the 'Out and About' material was introduced in the general 'mat' session and then various activities were undertaken to support and expand on the introduction. In all pre-schools, each concept was worked upon separately and over varying lengths of time. No school attempted to cover all of the material in a single session.

"Each day the group would spend about 10 minutes, but individuals got a lot more on the things they were doing"

"I started with seatbelts. I told the children a story with Wombat... then we looked at the pictures... second week was roads. I told another story with the animals and we talked about 'would you do that?'. We made a picture... third week was footpaths... fourth week we talked about safe places to play"

"I did it over a two week period, about 3 times a week, during our storytime which can be about 15 minutes to half an hour... "

"Spent about 3 weeks on it. A page at a time... "

"We did it over the 4 weeks... "

2.8 Most of the teachers had put a great deal of effort in to preparing to use the kit, by planning activities which could support the theme. Whilst most of these activities were craft activities (which is the nature of most of the pre-school children's daily routine) some outdoor activities were entered into.

- a number of teachers took their children walking, or used the outdoor space to practice crossing roads
- a small number of teachers used their own or parents' cars to practice with seat belts

"We went for a walk and looked at the surfaces, path, kerb, road, we also practiced crossing the road... "

"We did an exercise about things on the road and then going out to count them"

"One of the Mum's brought a booster seat. We went to my car and actually put the seatbelts on. With the road and footpath concept, we did a walk around here looking out for hazards and things"

2.9 However, the major proportion of the activities and work took place in the classroom. Teacher-initiated discussions and impromptu discussions focused on craft work undertaken in small groups or creative work undertaken as a class. Class creativity generally centred around the poster which was included in the kit, or on other posters or roadways made by the children with guidance from the teachers. Classroom displays, in two or three class-rooms, were quite comprehensive, involving large murals and exhibits of road signs, traffic lights and any other material which was available to the school.

2.10 Some of the general classroom activities were:

- asking the children to decide where to put the stickers on the big poster
- making a road or road system on a large sheet of paper, and adding to this as each concept was introduced and discussed
- setting up the classroom with a display including road signs
- having song sessions

"We had the poster on the table and stuck the stickers on to it"

"We made a roadway, the road signs... we did some songs"

"I put up the blank poster and we looked at all the different things in it. Then I'd put the stickers on in the wrong place and they'd go 'no, no it goes there... '"

"We made a road and a park... to me it was proof that they'd actually learnt... I said 'what is this', etc., so I could use it as an assessment and I was thrilled, it had actually gone in"

2.11 Individual or small group activities included:

- drawing road scenes
- making traffic light sandwiches with tomato and cucumber slices
- making seat belts
- drawing the wheels on the vehicles in the workbook
- cutting out and pasting cars and people on to a mural or street scenes

"We made a picture on a big bit of paper and they pasted cars and children on"

"During the week we made a seat out of cereal boxes, cut out a body shape and stuck it to the seat then taped some black tape across as a seatbelt. They were most impressed when they took them home with them"

"I made a big picture and we did it week by week. I used it because it was bigger and more part of what the children were doing. I made a lot of little cars. The children actually pasted them on"

"We did colouring in. The children each had one of those characters (photo-copied outline) they coloured it in and took it home"

"They had their book and did the wheels... "

"We made 3-dimensional roads, incorporating footpaths, zebra crossings, shops etc. we made lots of things in cutting activities... "

2.12 The over-riding activity appears, however, to have been discussion, prior to, during and after any activities undertaken. Discussion was used to introduce the concepts, to help understand what it was the children were expressing in their craft work and to reinforce concepts and rules once activities were completed. Thus, over the trial period, the children were exposed to continuing input on the concepts included in the 'Out and About' material.

"We took each area at a time and discussed it. We looked at the pictures in connection with what we were talking about"

"We had picture talks, a few stories, I found stories to suit the theme"

"Every day I went back and revised what we'd done"

2.13 Each of the concepts was treated separately; generally, activities would centre around one concept for at least a few days before the children would be introduced to the next concept. In this way, road safety was the 'theme' over at least two weeks and in most cases, over four weeks.

2.14 It was, however, very difficult for any of the teachers to be explicit about the precise time spent on the 'Out and About' material. The children were very spontaneous in their responses to teacher input so that apart from set table activities which usually lasted about 15 minutes for each small group, the topic was discussed daily in the classroom on an 'ad hoc' basis, as the opportunity arose. Outside activities also extended the actual time during which pupils were 'learning and doing' the 'Out and About' kit.

3. Using the 'Out and About' Material

3.1 Poster

Since there were few stickers, most of the teachers used the poster to generate discussion and used the stickers as 'test' material to see whether or not the children understood the concepts being discussed. Sometimes the children directed and the teacher placed the stickers and in other cases, the children were allowed to come to the front of the classroom and 'place' the stickers on the poster. Often, being allowed to place the stickers was a reward for listening or behaving well during discussion.

"I had the poster on display on the board and with the children facing it. After we had discussed the concept we put the stickers on it"

"With the stickers, I started off to get the children to put them on, but there was only a limited number which started a great dog-fight so I'd hold them up and let them tell me if it was in the right or wrong place"

"We had the poster on-going and the stickers were put up until the poster was finished"

"With the poster we discussed it and I asked the children to come out and put the stickers where they thought they should go"

- 3.2 There was some criticism of the poster, mostly on account of its size. This is dealt with in the section which looks at suggestions for improving the material.

3.3 Children's Workbook

The teachers often used the children's workbook as a stimulus for discussion, both before and after handing it out to the children. Most gave the book out after the initial discussion and introduction of the animals, but one or two delayed giving the book to the children until a number of activities and all of the concepts had been undertaken. In this way, the book became a revision document for the children, who drew in the wheels and took the book home at the end of the trial.

- 3.4 Most however, had the book to work with throughout the trial period; most also kept their books in their lockers or pockets throughout this time.
- 3.5 The teachers felt that the workbook was an important part of the kit, even though they felt it needed quite a lot of improving. As it is at the moment, its importance lies with the degree to which it encourages the children to participate and the degree to which the children felt grown up and important having their own book. Possessing a book of their own appears to give 'Out and About' a special standing since the children rarely if ever are provided with such material.

"We gave them out on the Thursday for them to finish and take home to Mum and Dad"

"I handed out the books to everyone and did the wheel thing, then where's the ball, it was a big group discussion using the book"

"I gave them the book and we had a group session to introduce the animals, then I took the books back and we went through it section by section, just as we felt like it, 5 minutes here, 10 minutes there... it took a bit over three weeks. Then I gave the books back"

"We did the big deal that the book belonged to them and they could take it home, and Mummy and Daddy had one, and they could talk to them about it... the first time, I introduced the characters to them"

"I didn't give them the book right off. I went through it first and introduced the characters. We took it a page at a time. After the discussion we got the kids to see what was in the picture and interpret it themselves, then they added the wheels"

"I collected it after (each session) then I sent them home after I'd been right through it"

- 3.6 There were a number of excellent suggestions forthcoming, for the improvement of the children's workbook. These are discussed in a later section of this report.

3.7 Parent's Guide

Most of the teachers had sent the Parent's Guide home to parents when commencing to use the materials at school. Almost no acknowledgement of the Guide was received back from the parents. Even so, the teachers mostly felt that the Parent's Guide was a useful inclusion in the kit.

- 3.8 A number of the teachers sent home an accompanying note outlining some of the things which the children would be doing with regard to 'Out and About'. However, the majority appear to have just sent the Guide home to parents without any further details of the kit.

3.9 The Teachers' Handbook

All of the teachers had been through the Teachers' Handbook and had read and understood it. However, the degree to which the suggestions within it had been followed, varied across the schools. Mostly, the teachers had looked to the suggested activities for inspiration for activities although many of the teachers claimed to have made up their own.

4. Attitudes Towards the Material

A. The Children's Workbook

- 4.1 The Children's Workbook was an important part of the 'Out and About' pre-school kit, mostly because of its ability to engender enthusiasm and affiliation amongst the children, and because of its usefulness as a discussion generator.
- 4.2 In its current form, the workbook otherwise had limited use. Although colourful and suitably illustrated for the age group, the content itself was not sufficiently challenging or involving for the children's interest to be sustained. The teachers were critical of the lack of activities for the children, within the workbook and made many suggestions (see Section 6) as to how this could be improved.

"It's so bright and colourful and the characters are so appealing... "

"The pictures were marvellous and a good size. There's no writing, so that's terrific. It gave them something to take home which is a good thing, it gives the parents an opportunity to go through it again with them"

"I was disappointed with the kids books, but the illustrations are great"

"The colour was nice and the characters well defined. It's quite obvious in each picture, what is happening. I was a bit disappointed in the activities, only wheels. I was looking for a bit more from it... "

B. The Teachers' Handbook

- 4.3 The Teachers' Handbook was adjudged clear, concise and very easy to read and use. The aims and objectives were outlined well and the activities were easily undertaken.
- 4.4 For a number of the teachers, the range of activities was seen as a little limited, and often these teachers made up their own activities based on their experience of the sort of things to which the children responded. Even so, the Teachers' Guide was important for its outlining of the aims and objectives of the kit, and as a 'starting point' for the teachers.

"I liked the aims and objectives.
They were easy to use. They really
helped in my programming"

"The only improvements I can see
is in the activities, it was all
discussion. Except when we went
out and walked, it was very little
hands-on activities"

"It was very simple, not hard to
follow but I didn't really use it much
during the kit. I got the idea
of how they wanted it, roughly, and then
took it from there. It was good as a
pointer"

"I liked it, it is well set out, it's
clear, concise. I'd change the
activities"

"I found it quite handy for some of the concepts and objectives that you forget. Just as a guideline. It was easy to use"

"I used it pretty constantly. It seemed O.K., very comprehensive though I thought it was a bit basic in parts"

"I liked the way it was set out, following the same format as the children's book is useful. I looked at the objectives and concepts to get ideas for questions to try and work out what you did want to get across. I don't think you need to have everything fed to you. It's nice if you can use your own discretion and a little of your own ideas"

- 4.5 One or two teachers stuck religiously to the Teachers' Guide, using only the activities outlined within it. These teachers agreed with the general feeling that there was scope for more activities within the kit.

"I didn't really deviate from that, I thought 'this is pretty good I'll stick with it'. It was quite satisfactory... "

"Re the activities, I didn't find anything in there I felt 'Wow, I'll do that'. I think each teacher will do something she's comfortable with... "

"I stuck with the aims and objectives but I found I was stilted, I felt it could have offered ideas beyond what there were in the book"

- 4.6 The major area of criticism was in the range of suggestions for activities for the children, and in this the teachers proved quite entrepreneurial, developing their own from their past experience and their understanding of the age group they are teaching.

"Children at this age are very spontaneous so you have to be prepared for their reactions; by sticking to a book, you are not"

C. The Parents' Guide

- 4.7 Teachers were of two minds about the value of the Parents' Guide. On the one hand, most saw it as very valuable, since it reiterated the lessons they were giving the children and raised the parents' consciousness of the serious nature of road safety precautions or knowledge. However, some teachers also felt that the Guide would be 'preaching to the converted' in that the parents who would spend the necessary time to read the Guide, were those who were already vitally interested and aware of their role in teaching road safety. Others for whom the Guide might be important were, more likely than not, disinclined to read the material, teachers felt.

"That was O.K. but I wonder whether the parents would actually sit and bother to read it all"

"I sent that home the first day we got it. I think it is a great idea. The parents need to be made aware maybe more than the kids do. I think you've got to educate the parents... "

"Parents wouldn't sit down and read it, they just wouldn't. Too much writing, it's like a newsletter... "

"I think it's an important part, if they are made aware of what's being taught to the children there's going to be less conflict eg. when they say 'I have to wear my seatbelt' when they are just going to the shop. I think it is as important as the Teachers' Guide... "

"I think it is very valuable... some parents are not thinking and this would alert them to things they hadn't possibly thought of"

5. The Children's and Parents Response to the Material

- 5.1 According to the teachers and to some of the parents, the children were delighted with their workbooks, however, most of this pleasure came from the opportunity to own the book. Writing the children's names on the books was quite a ritual in a number of the pre-schools and ensured that the children took an active interest in the contents.

"They liked the book because it's theirs. They've got their names on the front and they recognise it as their road safety book. They love little booklets they can take home. I think it (the kit) would have lost its appeal if we'd just had the poster up there"

"They loved to touch them (the books). It's a very special sort of book now. They don't usually have books in the pre school. They had their names on them, they were proud of that, that was quite wonderful"

- 5.2 Most of the teachers felt that the children really enjoyed the animal characters, and quickly associated themselves with Mouse, the littlest one. Wombat was seen as the big person who would take care of them, and the characters quickly assumed a persona with which the children felt a strong affiliation.

"They really enjoyed the animals. They related well to the animals, I think the animals were quite beneficial in lots of ways"

"They understood Wombat, he was older and he looked after them"

"They certainly enjoyed having the animals in it, it got their attention. They knew Wombat was the older one and Mouse was the little one like them"

"They liked the animals. The idea that they were the little Mouse, they picked up on that really quickly. They remembered the animals names straight away... "

- 5.3 A small number of teachers said that their pupils found the animals a bit 'so-so', mostly because they are so used to children's books featuring such characters. Nevertheless, these teachers said that their children were not negatively disposed to the 'Out and About' team.

"Seemed to like the characters, but there was no great enthusiasm, no huge enthusiasm for or dislike against"

"I think it was fine but I don't think it was that impressive. They didn't get terribly involved with the characters"

- 5.4 However, those few teachers who reported lesser enthusiasm on the part of the pupils were also those teachers who had put less effort into planning activities for the children and who concentrated more on class discussions rather than group craft or activity.

- 5.5 Almost all teachers reported that although the children loved the idea of owning the book and liked the colourful nature of the presentation, the book could be much improved by the inclusion of more activities for the children to undertake. The only real activity was drawing in the wheels on page 4 and placing a cross on the pavement on page 5.

"The colours, that really appealed to the kids, I could see that... "

They weren't very impressed with the book, I'm sorry to tell you, because there wasn't much in it for them to do"

"They were really enthusiastic when they found out they were going to get a book but then they found there wasn't really much in it"

- 5.6 In requesting more activities within the book, the teachers were able to make constructive suggestions for its improvement. The researchers' observations have also suggested a number of possibilities; these have been outlined in the following sections of this report.

- 5.7 The children liked the two pages on playing, pages 6 and 7. These pages provided them with the opportunity to tell a story about Mouse and the ball, and they were able to put themselves in this story as the little person whose ball was rescued by a big person. Often, when asked by the researchers whether or not they had a Wombat at home to help them, the children said 'Yes, my big brother/sister' or 'Yes, my mother'.

- 5.8 The stickers were a 'hit' with the children, as indeed stickers always are, the teachers reported. Since there was a restricted number of stickers, the children used these in classroom discussions and either directed the teacher on their placement or were allowed to place one on the poster as a reward for good behaviour.

"They really enjoyed the stickers.
As soon as you introduce that, you've
got them 100%"

- 5.9 There was almost no feedback from the parents who had received the Parents' Guide, teachers reported. Although this was often the case with information sent home from the pre-schools, the teachers themselves felt a little disappointed with this.

"Not a word of feedback, mind you I
wouldn't expect it unless it was some-
thing controversial"

"No feedback, really. That's not
unusual. We only get it back when
it's a complaint"

"No feedback, not one parent. It's
the same in every school I've been in,
anything you send home is going to
suffer the same fate"

"Only had feedback from one parent,
she said Kate was coming home every
night and telling them what was
happening"

"I think it was excellent, it really helps you. Some of them may not read it, some may read every word, but for the ones that do, it's going to be beneficial. It gets through"

- 5.10 Some of the teachers felt that a simplified version of the Parents' Guide might be better in that parents would be more inclined to read something which was brief. These teachers felt that parents are 'bombarded' with notices and newsletters from both pre and primary schools, and are too busy to cope with a lot of this. In their experience, notices often stay inside the children's schoolbags and do not reach the parents. (One pre-school teacher actually pins all parents' notes to her pupils' shoulders as they leave the pre-school, to ensure that the parents are aware of her communications.)

"I wouldn't forget it, just provide a more simplistic thing. A list of headings... brief... "

"We might be aware that only 50% will read it, but you still have to try. I think it is good"

"You could reduce it a little, but I think it would be hard to cut the information down and have it accurately written"

6. Suggestions for Improving the 'Out and About' Kit

6.1 Children's Workbook

The teachers were very constructive in their comments and suggestions for improving the children's **workbook**, since they generally saw this book as being quite important in arousing the children's enthusiasm and co-operation in 'Out and About's road safety activities. Suggestions were also made for extensions to the kit materials.

- 6.2 The workbook was not sufficiently challenging for the children. Apart from drawing in the wheels on the vehicles, there was no other activity to engage their interest. One or two of the teachers reported that this exercise was a little difficult for the youngest children, since they were uncertain about drawing a complete wheel. Some of the pupils drew only the bottom half of the wheel on the car, truck and bus.

**"Once they had drawn the wheels in there
wasn't anything much else to do... "**

- 6.3 Suggestions for improvements to the Children's Workbook reflected the nature of the children's craft activities;

- cut-outs to be included on a special page of the book. The children could cut the characters, vehicles, seat belts, a ball etc from this special page and use the cut-outs by pasting them in on other pages to complete a road scene or other picture
- the inclusion of a double page road scene in the middle of the book for pasting or drawing activities

a page of outlines for colouring in

a blank page for creative artwork

a page of small stickers for the children to use, either in the book itself or on the poster

a lift-out poster

wheels to be cut out for use on the current page 4

dot-to-dot activities within the book

lift-out cardboard figures of the animals

a page with an 'identify the right/wrong things' activity, or a 'find the hidden thing' activity

" ...leaving a page uncoloured or a blank page to draw in their own figures... a couple more activities, a bit more participation"

"Maybe some pages of the characters, cars, seatbelts etc. that can be cut out and pasted in the book"

"Perhaps it was a little too simple. Perhaps activities like identifying the wrong things in a picture, or the right things. Or drawing their own piece of traffic. It could be a bit more challenging... "

"More pictures of people wearing seatbelts for instance, or not, and then getting them to identify which is correct. Little cardboard figures for them to play with and set up their own little game... "

"A lift-out poster with a page of stickers"

"I'd like to see more concrete stuff for them to do. If they could have stickers, or the press-out ones. Even if it was just cutting out a character Having a page that can be ripped out and cut out and gluing"

"They enjoy cutting and sticking and looking for hidden things in a picture"

6.4 Other suggestions made by the teachers were for extra materials which they felt could be included in the 'Out and About' kit. Hand puppets, poetry with finger play, story tapes, music tapes or sheet music were all suggested as was a video involving the characters and the concepts within the book.

6.5 One teacher suggested that the poster could be made into a jigsaw, or that a page or pages of the book could be. Some of the teachers were already making their own jigsaw puzzles from time to time, so a special page for this would be used by them, this teacher felt.

"A little video with the Wombat and Possum would be lovely, would be great. Little poems with a finger play to them. Kids do like these things and they do learn from them"

"A colour video, there could be the characters in costumes. Perhaps the stories on audio tape. Songs or rhyme we could teach. Stickers are good, children love stickers, they could be numbered on the back with the corresponding numbers on the parts in the booklet where they are to go"

" ...have the sets of wheels to cut out and make it a matching game... "

"If they brought out and sold the characters on feltboard or as puppets... something that keeps reinforcing... "

- 6.6 Two of the 17 teachers felt that the use of real people rather than animal characters would improve the material. In one case this was because the 'cartoony' nature of the drawings did not appeal to the teacher and in the other, because the teacher felt that the use of animals made it harder to get the seriousness of the topic across to the children.

" ...even though it gets the children's attention I found it harder to put across the serious aspect of it. They tended to treat it more as a story and not real"

"Overall a good thing, a positive step in the right direction. But the animals don't appeal, I think the drawings are cartoony. I'd rather have actual people and children"

6.7 The Poster

The poster also came in for some criticism, mainly because of its size. The teachers complained that it was too small, especially as it attempted to deal with all four concepts within the one poster. Once the children began placing the stickers on the poster, the problem of size was exacerbated and very little footpath room was left for the pedestrian animal stickers, for instance. Most of the teachers suggested that the concepts should be presented on a series of posters, rather than just the one.

"The poster isn't big enough. It would be better if you could have four big posters... "

"When it came to putting the stickers on the poster they didn't have much room. There's a great yard and not much road... "

"Large scale posters with detailed drawings would have been better, with more to discuss"

6.8 Nevertheless the poster was seen as an important part of the kit, since it:

- provided a discussion point for class mat work
- allowed the children to use the stickers in a creative manner and a manner which demonstrated their knowledge of the concepts under discussion
- could stay in the classroom as a constant reminder of the 'Out and About' concepts

"The poster was very good. There were lots of things which came out of that. Children love stickers, they thought that was beaut... "

6.9 The stickers were enthusiastically received by teachers and pupils alike. The Teachers found them useful in class discussions and generally used them in this forum. Children either directed the teachers as to the correct place to put them, or placed them on the poster themselves under direction from the class.

6.10 However, the stickers were not of the best quality, teachers reported. Although they were intended for approximately four or five uses, the stickers did not last for more than two or three placings on the poster, quickly losing their stickiness. Further, some teachers said they were hard to get off their backing sheet or that they ripped too easily.

" ...and the stickers didn't last the session... "

"The stickers ripped very easily, they were very flimsy"

6.11 The teachers were also hopeful that any re-run of the material would include more stickers, so that each individual pupil could have a turn at placing his or her sticker on a poster.

7. The Teachers' Handbook

- 7.1 The Teachers' Handbook came in for very little criticism. It was seen as clear and concise, easy to understand and developed in a style which was familiar to all teachers.
- 7.2 The aims and objectives and concepts were all well explained and some of the ideas for the children's activities were good, most teachers felt. However, some teachers developed activities of their own and did not use many of those suggested within the Handbook. Despite this, the general feeling was that a teacher would not necessarily have to deviate from the kit or the activities as outlined in the book. Developing other or alternative activities would just increase the interest value to the children, and help reinforce the concepts with the pupils.
- 7.3 Using their own initiative seems to be part and parcel of the pre-school teachers' daily routine, especially since activities for such young children have to take into consideration their short attention span and spontaneous interests. Since this was the case, the teachers seemed inclined to the view that there was no need to do anything more to the Teachers' Guide, even though the provision of more creative activities would be interesting.

"I used it right through. It seemed
O.K., very comprehensive... "

"I think it's explicit, very clear,
clearly explained, clearly set out.
It's got everything you need really... "

"I don't think you need to have everything fed to you. It's nice if you can use your own initiative or a little bit of your own ideas... "

"It had some handy hints as to how to lead the discussions and how to emphasise points to the children... "

"It was clear, easily understandable. You knew straight away what they wanted. I'd leave it as it is, it's in the middle range of usefulness"

- 7.4 Thus, the Teachers' Guide appears satisfactory as it is. However, the inclusion of more activities, especially ideas for craft activities for the children, could be useful. Even with such extra activities included, it is clear that teachers will still look to their past experience to develop unique activities for their classes.

8. The Parents' Guide

B.1 There was, as mentioned earlier, quite a lot of scepticism about the degree to which the Parents' Guide would be read. Nevertheless the teachers felt that it was an integral part of the kit.

B.2 Few improvements were mooted. The only real criticism (and this from just a few teachers) was that the Parents' Guide was too wordy.

"Maybe you could condense it a little. Maybe the points could be made more concise and somehow stand out more. Even if they (parents) just skimmed through then, at least they'd be getting something"

"There'd be a percentage of parents who'd glance at it and say 'I know all that, there's too much writing, I haven't time to read it'"

"Parents wouldn't sit down and read it. They just wouldn't. Too much writing, it's like a newsletter, all crammed up together. Whenever I send a newsletter I make it in the most simplistic form... "

B.3 Apart from perhaps re-printing in a shorter form, the teachers had no suggestions for improving the Parents' Guide. Overall, it was hoped that this Guide would remain a part of the 'Out and About' kit.

"I liked the idea of being able to send one home to every parent. It went home fairly early so they had some sort of background of what the children are doing at school and to talk to them about it, at home. It really helps... "

"I thought the Parents' Guide was the best part of it, it's handy for parents to know and think about road safety and it's very well set out... "

9. Will the Teachers Use 'Out and About' Again?

9.1 Fourteen of the 17 teachers gave an unqualified and enthusiastic 'yes' to the idea of using 'Out and About' again.

9.2 Of the three who were less enthusiastic;

- one would use it again but probably not bother about the current children's workbook and would replace this with a story.
- two felt it important to undertake the lessons using real people as examples. One of these two would use the concepts and the Parents' Guide but not the poster or workbook.

"Oh, definitely. I intend to use it again next year"

"Yes. I liked the Teachers' Handbook. I'd like a few more activities in the children's book, as it is it wasn't really necessary but it gave the children something - 'this is mine' - to take home and talk about"

"I think it is worthwhile. It helped me promote more discussion about road safety. We found a need to go out and physically do things to illustrate a point which without this sort of material you tend to take for granted... "

"Yes, because until now we haven't had anything specifically for us. I'd definitely use it again... "

"I'd like to see some changes in it, before I'd use it again. I'd use the ideas, the basic areas but I don't think I'd bother with the children's book, I'd replace it with a story"

"Probably not. I think it would be better by doing it with real people. I think it is something you have to be factual with"

9.3 Overall, however, the consensus was that the material was worthwhile since it was developed expressly for the pre-school child and was presented in a manner which appealed to them.

"I think the kit is very worthwhile. It would be marvellous to have something like this every year"

Section B
The Parents

1. Introduction

1.1 At each school, parents of the children in both morning and afternoon classes and in each unit in the pre-school, attended group discussions before and after the 'Out and About' material was trialled. Although every attempt was made to have the parents who attended the first round of groups, come back to the second round, this was not always achieved so that in 'Round Two' there was a mixture of parents seen previously and not seen before. The majority had been to the earlier groups, nevertheless.

1.2 A total of 18 groups was convened in the four cities and two country areas:

- Hobart
- New Norfolk
- Perth
- Darwin
- Humpty Doo
- Canberra

1.3 Attendance ranged between 4 and 14 parents, with an average attendance of 8; the groups were generally held either after the parents had dropped their children off at the pre-school or in the hour before the children were due to go home.

2. Awareness of the 'Out and About' Kit

- 2.1 Each parent had been in receipt of the Parents' Guide from the 'Out and About' kit, although one or two initially disclaimed all knowledge of the Guide. Therefore all the parents knew at least a little about 'Out and About' either from the Parents' Guide or from reports from the children of school activities.
- 2.2 Some of the parents had received their Parents' Guide early in the evaluative period, other parents received it at the time the children had taken home their completed Workbook. However, all had had the Parents' Guide in sufficient time to have read it thoroughly, before the post-trial groups were convened.
- 2.3 The parents reported varying degrees of information from their children about 'Out and About', prior to the children taking home the workbook. Within each group there were parents who had heard very little and parents who claimed that their children had talked quite a lot about the animals and the Workbook.

"Patrick talked about the animals first... "

"She drew the wheels, she came home and talked about that one... "

"He was raving about some story, the Wombat. He'd obviously been doing something with the animals"

2.4 Most parents reported a high level of enthusiasm amongst their children, for the Workbook. When the children took this book home, most were excited about it and were quite talkative about the book and about the activities which had been undertaken, parents said.

2.5 In almost all cases, the children had been careful to keep their Workbooks and a number were reported to be reading them from time to time.

"Mark came home and showed me the book.
He told me the story in it. He drags
it out every morning"

"Mine was struck by the big and small, he
said straight away, they are the big people.
He also said anything with wheels can go
on the road. He still carries it. It's
in this bag with all his precious possessions.
You're not allowed to take it out"

"He was very excited when he brought the
book home. He wanted to tell me all about
it"

"Ryan didn't talk specifically about the
animals but he included them all in the
story... and he called them by name"

"Mine was very proud that he'd written
his name on his"

"The little book she brought home with
her name on, that was pretty special... "

"Kristy's is packed away in her bedroom
with her bunch of secret things"

2.5 Not all of the children were as vocal about their Workbook or about the things they were doing at pre-school, however, with some parents reporting that their offspring had little or nothing to say about it throughout the trial period. Further, a small number said that their children were apparently not very interested in the Workbook, however, this attitude appears to have been much less obvious than the enthusiasm reported earlier.

"David brought his book home and said, 'oh look, this animal is doing such-and-such', but, that's about it... "

"He didn't say anything about it, he ignored me when I asked him about it"

"She never remarked on the animals... "

"I don't think he's all that interested to refer back to it a lot, though the main purpose has been served... "

"They only used it once or twice and then they just forgot about it... "

"I can remember Philip drawing the wheels because he felt he had to do something in it, he was quite disappointed with it"

- 2.6 Some of the enthusiasm of the children had spilled over in that the children talked about the book and the animals to other children;

"A little friend came to visit and he got it out straightaway... it was one of the first things he did... "

"My little one enjoyed going through it with her brother... "

- 2.7 A small number of women reported other long-term enthusiasm on the part of the children, with the workbooks constant presence in the home, or in one case, the child taking the workbook out on walks;

"...for a few days, every time we went out for a walk out came this book and we had to take it with us. Now every Wednesday it comes out as a reading activity... "

- 2.8 Only one or two parents had been in the classroom at a time when 'Out and About' was being used or discussed. These women had not gone specifically for this but had been rostered on as a part of the normal parent involvement at pre-school. One parent had taken a booster seat to pre-school for practical activities, but otherwise, no parent had been involved in the kit at school.

3. Parents' Attitudes to the Children's Workbook

3.1 The parents were generally enthusiastic about the children's Workbook, although there was some feeling that:

- it could have been more comprehensive in its coverage of road safety concepts
- it could have been more challenging or involving for the children

3.2 The use of the animals was thought to be important in increasing the appeal of the kit to the children, since the parents believed their children related quickly and easily to animals.

"It's good in that children enjoy looking at animals... "

"It made an impression because it was done with the animal friends"

"They love animals... "

"The animals instead of people was a very good idea... it was good they were Australian animals"

3.3 Another 'plus' was the large scale of the illustrations and the very colourful nature of the book overall. The size and execution of the animal illustrations was very suitable to the age group, the parents felt.

"I think they enjoyed looking at it because the pictures were large enough to see what was going on... "

"The kids can understand it, they can't read and that's (pictures) just what they need"

"Simple and bright and effective without, having a whole lot of writing, it gives them the message with so few words and big pictures"

"Nice and colourful, so they take notice of it"

- 3.4 The major criticisms were that there was not enough for the children to do, in the book. That is, parents felt that the book would have been of more interest if there had been provision for colouring in or drawing activity or if there had been a story which could have been read to them.

"If it had been a colouring in book it would have had their attention for longer"

"A bit more of a story... "

"If you could make it a bit more involving, do a bit more with it. It's lovely colour in the pictures... "

"It's got nothing to keep their attention. They look at it and put it down, it's too basic"

"If you could put a little story in it, something that could be read to them... "

- 3.5 Nevertheless, the parents were aware that the children for whom the workbook was intended, were very young and that the book could easily become too complex for them, if too many additions were made.

"You couldn't really make it much more involved... "

"It's very easily understood (as it stands) by that age group"

"For a pre-schooler I thought it was quite good, there was just enough in it"

- 3.6 Some of the parents felt that the workbook could include more than the current four concepts. Especially in the country areas, their children were riding bicycles, for instance, and rules for safe cycling were seen by a few, as a serious omission in the book. Others felt that crossing the road or pedestrian crossings should have been included.

"There could have been more because they loved it so much. The animals could have gone on more adventures... "

"Do they cover enough topics? There is nothing there about bicycles... "

"It doesn't tell them about lights and crossings"

- 3.7 Overall, however, the concensus appears to be that the book was successful in provoking interest in the animals and that to some degree pride of possession had meant that the children's workbook was kept by the children for future reference.

4. Changes Noticed in the Children's Attitudes

- 4.1 The parents were asked to consider whether or not their children's attitudes had changed or whether they felt that exposure to the 'Out and About' material had made the children more aware of safe road behaviour. Many of the parents agreed that their children had, in fact, been (at least temporarily) more conscious of the necessary behaviour. Some had been quick to insist on seat belts being worn even on the shortest trip, and others had repeated the story of the ball on the road.

"Andrew is most specific about wearing his seat belt now. If I forget mine... 'Mum, you've got to have it on...' I think where did you get that from? ...it's only in the last few weeks... "

"Paul started saying, 'even if you just go down the corner you must put your seat belt on'"

"We've taught them not to go on the road after a ball anyway, but she's really made a point of saying about that... "

"Carey mentioned yesterday that if a ball goes on the road she's not allowed to go and get it... "

"I hear about the seatbelt shouldn't be twisted"

- 4.2 A small number of parents reported an increased awareness of the difference between roads and footpaths, in their child.

"She's become very aware of footpaths - where the edge of the road is. Now she is always on the lookout for a footpath"

"I got told when I got in the car I wasn't putting my belt on right. And a little boy had his bike on the footpath and I was told he was wrong, wheels go on the road"

- 4.3 These concepts - seat belts, ball on the road and footpath/road, are all covered in 'Out and About' and the parents were adamant that most of the reported increased awareness would have come from the children's exposure to 'Out and About', in their pre-school.

5. The Parents' Guide: When and How Received

- 5.1 Without exception, the children had delivered the Parents' Guide home to the parents. However, the timing of the delivery differed across the schools; in most cases the Guide had gone home at the beginning of the trial period but in three schools, it had not gone home until the children had taken home their workbook.
- 5.2 Mostly, the Parents' Guide had been put in the children's schoolbag, but in one school they had been pinned to the children's clothing and in another, teachers handed the Guide to parents as they collected their children after class.
- 5.3 Mostly, the Parents Guide was sent without further notes from the teachers, but in three schools in particular, the teachers had sent home a note explaining the 'Out and About' kit. In one or two other schools, the Guide had been sent home with the regular pre-school newsletter, in which there was mention of the kit.
- 5.4 The Guide was received in varying ways. A number of the children had been told by their teachers that it was important for their parents to read it or to go through it with the child. Others had had no special significance placed upon it by the teachers as they sent it home. Thus, some parents had been asked by their children to read the Guide immediately, others had either been handed the Guide without comment or had themselves retrieved the Guide from the child's school bag.

"He gave it to me as soon as he came home and asked me to sit down and read it"

"She just handed me a leaflet and brought home a little booklet"

"It was pinned to her bag"

"Naomi came home and said 'I've got to give that to you and you have to read it to me'. First off I thought it was something for the children"

5.5 There were a small number of parents at two schools who claimed that they had not received the Guide, however, after being shown a copy of it, they agreed that they had in fact received it.

5.6 Apart from those whose children had insisted that they read the Parents Guide on the day it was received, and read it to their child, most parents said they had "glanced through it" on receipt and then put it aside for a later, thorough reading. In many cases however, the 'later thorough reading' had not eventuated but the parents claimed they all knew where the Guide was.

"It's sitting next to the phone waiting for me to get back to it"

"It's still sitting up in the cupboard. I still haven't read it, though I have started to... "

I've read it. At first I put it aside but I did eventually read it 2 or 3 days later"

"Julie said to me 'read this, you've got to answer some questions so I went home and flicked through it"

- 5.7 It was quite apparent that most reading of the Parents' Guide had been sketchy; the parents had generally skipped through the Guide and put it to one side to read later. However, few had actually put the time in to reading it thoroughly. Consequently, content recall was scanty.

"I think I did flick through it... "

"Had a look at it, yeah... I couldn't remember what it was about"

"Well, I read it, she asked me if there was anything in it that she should know about... I'm trying to think, I can't remember... "

"We read it, not every word though"

- 5.8 In spite of the lack of real motivation to read the Parents' Guide, almost all of the parents claimed that the Guide was still in the home, usually tucked away in a safe place for future reference.

"It's in the 'to do' pile"

"Mine's still in the car"

"Ours is in the magazine rack... "

"I've still got it with some of the children's reading matter"

- 5.9 There was a degree of guilt in the parents' attitude, once it was clear that the purpose of the group discussion was to discuss the Parents Guide. They were apologetic that it had not been read more thoroughly and a number of excuses were given.

"I really think it was timing. We got the yellow thing 3 weeks ago at least. If I'd got the two together I would have looked through the book and read them as a pair"

"When they come home from school we are always pretty rushed, we don't have time"

6. The Perceived Purpose of the Parents' Guide

- 6.1 The parents were asked what they felt the purpose of the Guide to be. Most replied that it was to keep the parents up to date with what was going on in the pre-schools and to make them aware of the road safety issues being discussed. In this way, the help of the parents in reinforcing the school lessons could be canvassed.

"For you to go through with the children and discuss it with them"

"To help the children in their safety rules but to make us realise, too"

"It's to make the parents aware, it reminds us that it is important"

- 6.2 A few parents claimed to have believed that the Parents' Guide was in fact, a Guide for the children and that this was the reason they had not given it their full attention. In fact, there was quite a lot of confusion about the intended target of the Guide, with a number of parents claiming that when they had read it to their children, they had felt the content to be too old for the youngsters.

"It needs more pictures, she wasn't interested in it... "

7. General Response to the Parents' Guide

- 7.1 Although not all of the parents had read the Parents Guide, most responded well to the idea of the Guide's inclusion in the 'Out and About' kit. They believed the Guide to be a revision document for themselves and a reminder to pursue road safety training with their children. As such, the Parents Guide was quite important.

"I think it gave you the opportunity to read and discuss road safety with your child"

"It's basically to remind you that there are important points you should bring up with your children. It's really a reminder"

"It was good for some parents who don't bother to teach road safety to their kids. Just more or less a gentle reminder"

"It made me more aware of what the children should know"

"It gave a lot of ideas on how to explain it (road safety). It does help you"

"There was nothing in it that I didn't know so I suppose it was just a prompter..."

"I think it is a good idea because I think the children take more of an interest when the parents take an interest"

- 7.2 As mentioned earlier, there was some confusion as to whether the Guide was meant for reading by the children as well as the parents, in which case it was obviously too old in both language and lay-out. When asked why the parents felt the Guide could be for the children to read, the response was that the illustrations had been for children. However, most were aware that the illustrations were there to demonstrate what was in the children's material.

"Some of us thought it was for the kids, actually... "

"It's set out to be read to the children, to teach your children"

"If it's for a kid its too much reading. I think that it is O.K. for parents"

"When I first saw the coloured pictures I thought it was for the children"

- 7.3 After some discussion and once the parents had all decided that the Guide was for parents and designed to remind parents about the road safety rules being taught their children, the parents felt that the Guide was important. Further, the fact that the children had been involved in the kit and were aware that there was a guide for parents, helped to confirm in the children's minds the importance of the lessons, parents thought.

"Because the children brought it home it helps, psychologically, because they brought it home to the parents to read it must be important... "

"Sometimes when you talk to the kids, you've got something to go on, a guide, it does help, makes it easier... "

"It points out what we have to show the kids. O.K., we might know most of it but for the things we might slip up on, it points out these little extras"

"You're making the parents aware of what is being taught at school and hopefully it will encourage discussions at home"

"You should have something for the parents as well because we may get it all wrong. Now we can back up what is being taught in the school, at home"

8. Suggestions for Improving the Parents' Guide

- 8.1 The parents were not very forthcoming when asked about possible improvements to the Parents' Guide. To begin with, recall of the content was patchy and the parents were loathe to criticise that which they had not really remembered well. Even with the Guide in front of them, they did not really attempt to critique the content, apart from suggesting that there were "too many words".
- 8.2. This view (too many words) was, however, part of the feeling the parents had that they had to explain their initial failure to read the Guide properly. When the Guide was examined in the groups, the parents generally felt that all of the content was important. This led them to suggest that an edit of the text, and perhaps a conversion to point form throughout, would help increase the amount of attention given the Guide.

"It probably looks too much for parents who can't be bothered reading it in one go... "

"There's too much heavy reading in it"

"It's a lot to read, especially after school when such a lot is happening"

"They probably don't need to have quite as much print on each page... they could see all that print and say 'I'm not going to read that... '"

- 8.3 Nevertheless, the Guide as it stands is not difficult to read or to understand, those who had taken the time to read it indicated.

"I thought it was easy to read"

"It wasn't hard to understand"

- 8.4 Others who had not read it, felt that the amount of text implied it would be difficult to read. The illustrations were seen by some to 'break up' the text to the extent that the text was easier read.

"I found it hard to understand, perhaps with more space between lines... "

"You really need the illustrations. They really do break the writing up and you can explain to the kids because of the pictures"

- 8.5 A small number of the respondents were of the opinion that the fold-over nature of the Guide was not conducive to easy reading. These parents felt they would prefer the Parents' Guide to be in the form of a small booklet. These people felt that a pamphlet was too much like 'junk mail'. However, this was not the consensus view, with most feeling that the layout and presentation was quite acceptable, apart from the belief that there was too much text 'jammed in' each page.

"I don't like the way it folds out.
I'd rather it was paged"

"Maybe it could be in book style"

"As a book it would possibly have more impact, you get so many leaflets in the letterbox... leaflets don't stay around the house for as long... "

"Books look too long whereas a pamphlet, you can always skim through it, if you don't read a small pamphlet you are not going to read a book"

8.6 There were some comments about the colour of the Guide, but the parents were generally approving of this. Those who did not like the colour were people who did not like yellow at all, regardless of where the colour was used.

8.7 A few of the parents felt that a stronger statement of the purpose of the Parents' Guide, on the front cover, might entice more parents to read it thoroughly. These parents felt that the text on the front cover needed to include a sentence which said specifically that the Guide was for the parents' to read and discuss with their children in conjunction with the 'Out and About' kit the children were doing at school. At present the Guide only states that the parent should practice the road safety hints in this leaflet. It must be said, however, that a number of parents felt that the aims of the Guide were already quite clear;

"I can't see how you could improve it, it says clearly enough on the front, 'A Parents' Guide to Road Safety'. There's no excuse for us, everything is clearly stated, it's listed, it's got big red letters... "

- 8.8 Some of the parents felt that the topics covered in the Parents Guide could have been extended or the scope broadened. Such things as skateboarding, roller skating, group behaviour, the dangers of a car park and of car backing out of driveways were all mentioned as extra topics which could be usefully covered in the Parents' Guide.

Section C
The Children

1. Introduction

- 1.1 Within each morning and afternoon class in each unit visited, the researchers undertook the task of discovering what impact the 'Out and About' material had had on the children. Discussions with small groups of 5 or 6 children and conversations and 'story-telling' with individual children as they worked at their tables or on the mats were the techniques used by the researchers.
- 1.2 Stories were told to the researchers by the children as they drew, painted or undertook collage work to illustrate the things they could remember about the concepts within 'Out and About'. Stories were also told to the researchers around 'pretend' themes. The researcher asked the children to pretend that they were in particular situations (e.g. playing with a ball at home, sitting in a car with Mother) or were particular characters (e.g. Wombat, Mouse).
- 1.3 Where practical, the researchers observed the children's behaviour at the road entrance to the pre-schools, especially after the session had been completed.

2. Recall of the 'Out and About' Material

2.1 The children remembered the previous visit of the researchers so the initial approach to the groups of children was to ask them whether they had been doing anything on road safety, since the last visit. The answer to this query was almost invariably "yes, we've got a book.."

2.2 The children talked quite a lot about their red book. The fact that they had been given a book on which they were allowed to write their name, was very exciting for them.

"We had a book to take home about road safety"

"There are safety pictures in the book"

"We got a book... it had a car... one little mouse and a possum and a wombat"

2.3 The children also talked, without prompting, about the animal characters and about the concepts within the book. The concepts which were spontaneously recalled and discussed by the children were:

- not running out on the road to get a ball, but getting a big person to get it for them
- seat belts; these have to be worn all the time so that 'you won't hurt yourself'. The seat belts must go 'click' so that you know they are properly done up

- wheels go on roads, feet go on footpaths
- safe places to play

"It's (the book) got animals in it"

"If your ball goes on the road then one of the bigger people get it"

"You have to put your seatbelt on so you don't fall out the window"

"You have to click it in and make sure it's not lose"

"(Safe places to play are).... at the park, at pre-school 'cos you don't get runned over"

3. Recall and Understanding of the Four 'Out and About' Concepts

3.1 The children were asked what they had learnt about each of the four concepts covered in the 'Out and About' kit:

- * seatbelts
- * roads
- * footpaths
- * playing

Most of the children could remember at least one aspect of each of the concepts and it was apparent that the behaviour of the 'Out and About' team members contributed significantly to this.

3.2 Seat Belts

Seat belts were discussed with the children who recalled that they had learnt that seat belts should go 'click' when they were properly fastened; some had undertaken practical activities with seat belts as part of their road safety lessons. The main reason for wearing a seat belt was to avoid being hurt in the car but a number of children preceded this view with the thought that if they did not have their seat belts on, they would be taken away or growled at by a policeman.

"I sat down properly and had my seat belt on, it had to go 'click'"

"It has to go across here and here (across the lap)... "

"Don't put it on twisted"

"Don't keep you're seat belts off,
otherwise the police might come and
get you, you have to pull it on and
make it click"

3.3 Roads and Footpaths

The children all remembered drawing the wheels on the vehicles, and the rule "wheels are for roads, feet are for footpaths" which was introduced by some of the teachers. This raised some debate amongst the children since a number of them were riding their bicycles on the footpath and talked about prams and pushers having wheels and being pushed on the footpath. In some cases, parents had told the children that the teacher was wrong in saying all wheels should be on the road.

"..you walk on the footpath and the
wheels go on the road so you don't
get run over"

"You walk on it (footpath) but you
don't run... "

"Cars, buses, bicycles, trucks, motor
bikes, taxis... (go on roads)"

"People shouldn't go on roads... "

"..we can't go on the road we have to
go on the footpath... "

3.4 Safe Places to Play

The children did not talk so much about safe places to play, except they discussed the placing of the stickers on that section of the poster. Wombat reading his newspaper and Koala on his skateboard, had been placed inside the garden gate and this was because this was a place safe from traffic.

"You play in your back yard or inside the fence"

"Play on the grass in the back yard"

The story about Koala kicking Mouse's ball on the road and it then being retrieved by Wombat, was well remembered and had obviously been enjoyed by the children. There was obviously a strong feeling of association with this story, on the part of the children and most saw themselves as Mouse. Their bigger brothers and sisters or their parents were seen as their personal Wombat, to help them if they found themselves in Mouse's situation.

"Wombat got the ball for the Mouse because he's the grown up"

"If my ball goes on the road I have to send a big person... "

4. Recall of and Attitudes Towards the 'Out and About' Team Members

- 4.1 The children seemed enthusiastic about the animals. Most could spontaneously recall all four members of the 'Out and About' team as well as describe some of the physical characteristics of each.

"Wombat wears a hat and white shoes"

"Mouse is the real small one"

"He's (wombat) huge"

"Koala always has a skateboard"

"Mouse is little and she has a dress on"

"Possum was brown"

- 4.2 The children were aware of the role of Wombat as the 'big person' or adult who looked after the other members of the team. Koala was recognised as the mischievous one and most children remembered that it was Koala who had kicked Mouse's ball onto the road. Mouse was seen as the 'baby' of the team and the pre-schoolers saw themselves as 'Mouse' or the littlest one who was cared for by Wombat, the adult. Possum was remembered but did not have a clear personality, it appeared.

"Koala is a bit naughty 'cos every time he tries to go on the road and do his skateboard"

"She (Mouse) holds Wombat's hand because she's a little girl"

"Wombat is big, he gets things off
the road"

"Possum might get runned over because
he's very little too"

- 4.3 Wombat and Mouse had the most impact with the children, and certainly these two animals were the favourites amongst the children. The story of Mouse's ball being kicked on the road and being rescued by Wombat was talked about; the role of Koala in this story was not so well recalled. When asked if they had a Wombat at home to get their balls from the road, the children said that they had big brothers or sisters or that their parents were their 'Wombats'.

"You're not to run on the road when
you kick the ball on the road"

"Wombat gets things off the road
because little kids can't otherwise
they might get run over"

"Wombat helps kids... "

"Koala kicked a ball too high and
it went on the road and Mouse was
going after it and then she called
Wombat because he's big and then there
was a car... "

5. Activities Undertaken During the 'Out and About' Trial Period and Post-Trial Evaluation

5.1 The children were asked about the activities they had been involved with, during the period that 'Out and About' was being used in the pre-school. It was apparent that in most of the schools the teachers had gone beyond the activities suggested in the Teachers' Handbook and had included a large number of new and previously used ideas in their lessons.

5.2 The children were easily able to recall the 'road safety' activities they had undertaken and these included:

- drawing wheels on the vehicles in the workbook
- walking across the road (crossing practice with the teacher)
- talking about the ball on the road and telling stories about children known to have run on the road
- practicing with seat belts
- playing traffic in the school yard
- drawing roads and footpaths
- making traffic lights
- making posters or murals
- making traffic light sandwiches
- having stories with the teacher

- putting stickers on the poster
- singing road safety songs
- putting their names on their workbook
- taking their workbook home and discussing it with parents or siblings

5.3 During the sessions the researchers spent with the children, some participants were assigned tasks to demonstrate what they could remember having been taught about 'road safety'. Some children were involved in role play activities in which they pretended:

- * to be in their car and putting on their seat belt
- * to walk to school with a big person

Other children did drawings or collages of:

- * roads and footpaths and what could be found on each
- * themselves crossing the road with a big person
- * traffic lights,

and narrated to the researchers what was 'happening' in these.

It was evident through these observations, that many of the children could recall what they had learnt during the 'Out and About' trial particularly with regard to the importance of walking on the footpath and always wearing seatbelts. The researchers were not however, able to ascertain whether the childrens' behaviour had actually been modified in any way with respect to road safety.

6. What had The Children Done With Their Workbooks?

- 6.1 The children reported that they had kept their workbooks; most of these were at home at the time of the second visit. The children had kept them in their rooms, on bookshelves or in their bags and they were adamant that they were going to keep them in the future.

"Mine's in my bedroom"

"We wrote in the books and we took them home, I've still got mine"

"Mine's at home... "

"I took it home and I showed Mum and Dad"

"I read mine every day"

1. Introduction

- 1.1 Enclosed in each of the 'Out and About' kits was one self-completion questionnaire in which the teachers were asked to record their opinions of all facets of the material. (A copy of the questionnaire is attached in Appendix C.)

Along with the questionnaire was a reply-paid envelope and the teachers were encouraged to complete their questionnaire and return it to the Federal Office of Road Safety.

- 1.2 Some of the teachers who participated in the 'Out and About' evaluation returned their completed questionnaires, however most of the returns came from other teachers who had used the materials of their own accord.

A copy of the Detailed Tabular Results is included in Appendix D.

2. Background to the Sample

- 2.1 By the end of November 1987 a total of fifty five completed questionnaires had been received by AXIA for computer analysis.

As can be seen in Table 2a) below over half of the responding teachers were from Western Australia.

Table 2a) : Location of Schools

Base : Total responding teachers

	Total (55)	
	No.	%
Western Australia	30	55
Victoria	9	16
ACT	8	15
Tasmania	5	9
Northern Territory	2	4
New South Wales	1	2
Total	55	100

- 2.2 The ages of the children who participated in the 'Out and About' lessons ranged from one and one half years to six years. Over half of the children (55%) were aged between four and five years.

Table 2b) : Ages of Children who Participated in the 'Out and About' Lessons

Base : Total responding teachers

	No.	Total (55)	%
3-4 years	1		2
4-5 years	30		55
5-6 years	2		4
3-4 years and 4-5 years	10		18
4-5 years and 5-6 years	3		5
3-4 years/4-5 years/ 5-6 years	8		15
1.5-5 years	1		2
<hr/>			
Total	55		100

- 2.3 The majority of responding teachers claimed to have taught road safety prior to receiving the 'Out and About' material. Furthermore most of the teachers had taught the topic fairly regularly.

Table 3 : Extent to Which Road Safety Taught Prior to Receipt of 'Out and About' Material

Base : Total responding teachers

	No.	Total (55)	%
Never.....(1)	2		4
(2)	2		4
Sometimes.....(3)	12		22
(4)	15		27
Regularly.....(5)	24		44
<hr/>			
Total	55		100

Summary of Key Findings
From Returned Teachers' Questionnaires

3. Extent of Use of the 'Out and About' Kit

- 3.1 The vast majority of the responding teachers claimed to have used each of the four components of the 'Out and About' kit.

Table 4 : Parts of the 'Out and About' Kit Used

Base : Total responding teachers

	Total (55)	
	No.	%
Teachers' Handbook	54	98
Picture book	54	98
Activity poster and stickers	52	95
Parents' Guide	50	91

- 3.2 Most teachers used the 'Out and About' materials mainly as 'whole class activities' rather than mainly as 'small group activities'. Approximately one quarter of the responding sample did however use the material both as a class activity as well as a small group activity.

Table 5 : How the 'Out and About' kit was Used

Base : Total responding teachers

	Total (55)	
	No.	%
Mainly whole class activities	33	60
A mixture of whole class and small group	15	27
Mainly small group activities	5	9
Did not use	1	2
No response	1	2
Total	55	100

- 3.3 The teachers were asked to indicate which parts of the Teachers' Handbook relevant to each of the four conceptional areas they actually used: the four areas being:

- * seat belts
- * roads
- * footpaths
- * playing

Over half of all responding teachers claimed that they had used all of the material in the Teachers' Handbook relating to:

- * roads
- * footpaths
- * playing

Indeed sixty seven per cent had used all of the Teachers' Handbook material relating to 'playing'.

The section relating to 'seat belts' was less extensively used than were the other three sections, however forty four per cent of teachers claimed to have used all of the material pertaining to this topic.

Table 6 : Extent of Use of the Teachers' Handbook Relevant to Each Conceptual Area

Base : Total responding teachers

	<u>Conceptual Areas</u>							
	Seat Belts		Roads		Foot-paths		Playing	
	No.	%	No.	%	No.	%	No.	%
None of it...(1)	-	-	-	-	-	-	-	-
...(2)	2	4	2	4	4	7	2	4
About half...(3)	8	15	9	16	10	18	5	9
...(4)	21	38	15	27	10	18	11	20
All of it ...(5)	24	44	29	53	31	56	37	67
Total	55	100	55	100	55	100	55	100

3.4 In terms of the childrens' Picture Book the majority of teachers claimed to have used 'all of it'. Only two teachers had not used the Picture Book at all.

Table 7 : Extent of Use of the Picture Book

Base : Total responding teachers

	Total (55)	
	No.	%
None of it.....(1)	2	4
.....(2)	1	2
About half.....(3)	5	9
.....(4)	1	2
All of it.....(5)	46	84
Total	55	100

4. The Teachers' and Childrens' Responses to the 'Out and About' Material

- 4.1 The teachers were of the opinion that the 'Out and About' materials were 'easy' to use: indeed over six in ten claimed that they were 'very easy' to use.

Table 8 : Ease of Use of the 'Out and About' Materials

Base : Total responding teachers

	No.	Total (55)	%
Very difficult....(1)	-	-	-
.....(2)	7	13	13
.....(3)	11	20	20
.....(4)	35	64	64
Very easy.....(5)	1	2	2
No response	1	2	2
Total	55	100	

- 4.2 In response to the question 'How did the children respond to the materials?' the majority of teachers claimed their pupils had been 'enthusiastic'.

Table 9 : Students' Response to the 'Out and About' Materials

Base : Total responding teachers

	No.	Total (55)	%
Not enthusiastic..(1)	-	-	-
(2)	1	2	2
(3)	12	22	22
(4)	25	45	45
Very enthusiastic.(5)	16	29	29
No response	1	2	2
Total	55	100	

5. Rating of the Components of the 'Out and About' Kit

- 5.1 Using a five point bi-polar scale where five equals 'excellent' and one equals 'poor' the teachers were asked to rate the four components of the 'Out and About' kit as well as the illustrations in the Picture Book and the 'Aims, Objectives, and Concepts', listed in the Teachers' Handbook.
- 5.2 The teachers reacted particularly positively to the Teachers' Handbook overall as well as the 'Aims, Objectives and Concepts' listed in the Handbook. The majority of teachers gave each of these facets of the kit a rating of four or five on the five point scale.

Table 10 : Rating of the Teachers' Handbook and it's Contents

Base : Total responding teachers

		Rating of			
		Teachers' Handbook		Aims, Objectives and concepts listed in the Teachers' Handbook	
		(55)		(55)	
		No.	%	No.	%
Poor.....	(1)	-	-	-	-
.....	(2)	-	-	-	-
Good.....	(3)	12	22	9	16
.....	(4)	23	42	16	
Excellent.....	(5)	20	36	30	55
Total		55	100	55	100

- 5.3 The Parents' Leaflet/Guide was also generally well received by responding teachers. Almost half (47%) of all teachers considered the Leaflet to be 'excellent', while a further thirty six percent gave it a rating of 'four' on the five point scale.

Table 11 : Rating of the Parents' Leaflet/Guide

Base : Total responding teachers

	Total (55)	
	No.	%
Poor.....(1)	-	-
.....(2)	1	2
Good.....(3)	7	13
.....(4)	20	36
Excellent.....(5)	26	47
No response	1	2
Total	55	100

- 5.4 Although thirty six percent of teachers considered the Activity Poster and Stickers to be 'excellent' and a further twenty five percent gave them a rating of 'four', it should be noted that almost one quarter of teachers considered this component of the kit to be no more than 'good'. It should also be noted that eight of the teachers considered the poster and stickers to be less than 'good'.

Table 12 : Rating of the Activity Poster and Stickers

Base : Total responding teachers

	No.	Total (55)	%
Poor.....(1)	3		5
.....(2)	5		9
Good.....(3)	13		24
.....(4)	14		25
Excellent.....(5)	20		36
Total	55		100

5.5 The childrens' Picture Book came under the most criticism from the teachers albeit from a small minority of teachers. Half of all teachers considered the Picture Book to be better than 'good' on the five point scale and half of these believed it to be 'excellent'.

A sizeable proportion of teachers (29%) rated the book as 'good', while one fifth of the sample thought this component of the kit was not good at all.

By contrast, the illustrations in the Picture Book were generally well received by the teachers.

Table 13 : Rating of the Picture Book and its' Illustrations

Base : Total responding teachers

Rating of				
	Picture Book		Illustrations in Picture Book	
	(55)		(55)	
	No	%	No	%
Poor.....(1)	3	5	2	4
.....(2)	8	15	2	4
Good.....(3)	16	29	9	16
.....(4)	14	25	18	33
Excellent.....(5)	14	25	24	44
Total	55	100	55	100

6. Intentions to Use 'Out and About' Materials Again

- 6.1 The vast majority of teachers claimed that they would use the 'Out and About' materials again. Sixty percent of teachers were definite that they would utilise the kit again.

Table 14 : Likelihood of Using 'Out and About' Materials Again

Base : Total responding teachers

	No.	Total (55)	%
Definitely not.....(1)	-	-	-
.....(2)	1	2	2
Probably.....(3)	9	16	16
.....(4)	12	22	22
Definitely.....(5)	33	60	60
Total	55	100	

7. Suggested Changes and Improvements to the 'Out and About' Materials

7.1 The majority of teachers (88%) suggested changes or improvements to the 'Out and About' materials. The largest proportion of changes suggested related to the childrens' Picture Book. It was extremely evident that the teachers were desirous of a more practical, activity-orientated book, which would stimulate and involve their students. The main comments made relating to the Picture Book included:

- * more practical activities
needed for Workbook 27%
- * Workbook too easy/not
stimulating enough 7%
- * leave spaces/pages for
children to draw in Workbook 7%
- have colouring-in activities/
fill in dotted line 7%
- * more drawing activities/
cut and paste 3%
- * Workbook too difficult/
confusing for pre-schoolers 4%

7.2 A number of comments were also made by the teachers about the Activity Poster and Stickers. It was apparent that the teachers felt there were insufficient stickers for their students: at best the teachers wanted a page of stickers for each pupil, but failing this extra pages of stickers would be acceptable.

The main comments made about the stickers were as follows:

- * need a page of stickers
for each child 7%
- * children disappointed didn't
receive own stickers 5%

Some teachers were critical of the small size of the Poster and the suggestion was made that larger separate posters would be more useful. There was also some criticism of the flimsy quality of the paper on which the Poster and Stickers were produced.

The main comments made by the teachers about the Activity Poster were as follows:

- * separate poster would
be more useful 9%
- * posters need to be bigger/
larger 9%
- * a poster for each concept 4%

7.3 There was some criticism by the teachers of the use of animals rather than children or people. While some teachers just disliked the idea of humanising animals, others were of the opinion that it was confusing for the children, for example:

- * disappointed animals used instead of children/prefer people 13%
- * characters/animals were confusing 2%

7.4 The other major suggestions made by the teachers related to the need for:

- * a greater number of activities (eg. one-to-one matching/drawing/sorting traffic) 13%
- * other teaching aids (eg. black line masters/paper puppets/stories or songs on audio tape/simple art or art ideas) 13%
- * other material (eg. figures of characters/picture book/poster book/floor plan of streets) 11%
- * other topics or more information (eg. crossing the road safely/footpath safety/car safety/bicycle riding) 5%

7.5 There was some comment by a small number of teachers about the Parents' Guide. While five percent of teachers considered the Guide to be 'too wordy', four per cent believed it to be 'good' and 'informative'.

7.6 Although in this section of the questionnaire teachers were asked for their ideas for improving the material, many took the opportunity to comment favourably on various aspects of the kit. The main positive comments to emerge were as follows:

* well thought out kit/all material useful/relevant	9%
* children liked having their own book	7%
* kit was colourful and interesting	5%
* would use the kit again	5%
* discussions with/feedback from children positive	4%
* children liked/could relate well to the characters	4%

Conclusions and Recommendations

Conclusions

The following conclusions have been written around the research objectives established for the conduct of this project. The conclusions are a summary of the main findings from both stages of the in-school work and set the scene for the recommendations which follow.

1. What Pre-schoolers Knew, Prior to Exposure to 'Out and About'

1.1 Prior to the 'Out and About' material being sent for trial at their pre-school, the children in the test schools were questioned and observed to establish their 'base-line knowledge' of rules for safe road usage. Regardless of their understanding of the concepts or of their day-to-day behaviour, the children could repeat a small number of basic rules:

- * look right and left before crossing the road
- * walk across, don't run
- * never cross in the face of oncoming cars
- * red lights mean 'stop', green lights mean 'go'
- * always walk on the footpath, never on the road
- * always wear a seat belt in a car

(See Section 3 for discussion of impact of 'Out and About')

- 1.2 The research was also intended to determine the usefulness of the 'Out and About' material as a resource for pre-school teachers, to establish the impact this material might have in the pre-school classroom and to identify possible improvements to the material. Further, the research was charged with assessing parents' response to the 'Out and About' material and to ascertaining its usefulness as a national resource.

2. The Usefulness of 'Out and About' as a Resource For Teachers of 4-5 Year Olds

In the first stage of the research, we asked the pre-school teachers what sort of road safety resource materials they had access to and what sort would be most useful to them. The teachers were generally fairly experienced with a median pre-school teaching experience of four years; all had taught road safety at pre-school level during their years in the pre-school system.

- 2.1 Material which had been available in the past was restricted to posters and leaflets, Hector the Cat video and print material, road-way systems play mats and wooden blocks, cars, trucks etc as well as wooden traffic signs. These materials had been utilised to varying degrees in generally informal and unstructured road safety lessons which responded to specific requests from parents or to the teachers belief in the need for continual incidental teaching of road behaviour rules. Some teachers included road safety theme weeks in their curriculum, but all teachers agreed that good, up-to-date material suitable for 4-5 year olds was not easy to find.
- 2.2 The teachers were generally impressed by the work of local Road Safety Authorities but suggested that there were insufficient follow-up materials to support their rare visits.
- 2.3 In spite of the problems of finding good, up-to-date material for 4-5 years olds, all teachers were adamant that road safety was a very important subject and one which they would continue to teach. Most teaching for this particular age group needed to be **participatory** for the children to assimilate the concepts around which lessons were developed.

2.4 Indeed, the major portion of the pre-schoolers' time at pre-school is taken up with craft work or other participatory activities. Passive listening time is kept to a minimum within these classrooms, since this type of lesson is not efficient in imparting knowledge to young children. Thus, teachers are constantly looking for opportunities to introduce subjects such as road safety to the day-to-day activities of the children; lessons are often 'ad hoc' to maximise any suitable incident or situation.

2.5 Since young children respond most to participatory lessons, the materials which the pre-school teachers described, in Stage One of the research, as most effective as a teaching resource for road safety lessons were:

- * large and realistic road signs, e.g 'stop' and 'go'
- * large roadway mats with appropriate toy people, signs and cars
- * outdoor equipment including traffic lights, tricycles, pedal cars
- * visits from roads safety officers or police
- * road safety games
- * a resource book with ideas/instructions for relevant children's activities
- * films, videos
- * posters, stickers, badges, puzzles pamphlets
- * a Hector puppet and kit
- * books on road safety suitable for pre-schoolers

2.6 Thus, most of the materials seen as suitable for teaching road safety to pre-schoolers were those which encouraged the children's participation in activities designed to suit their age group. Amongst the materials suggested were story books and a resource kit on Hector the Cat.

2.7 The teachers considered that the instruction of pre-schoolers in road safety was a responsibility which they jointly shared with the children's parents.

2.8 The parents who attended the group discussions in Stage One of the research claimed to have been teaching road safety to their pre-schoolers from the earliest possible age. Concepts taught included safe crossing, the use of pedestrian crossings where these existed and seat belts. Once the children were at school however, the parents expected the teachers to continue with road safety lessons as part of the curriculum. Concepts which the parents felt important for such lessons included:

- * crossing roads and understanding traffic lights and road signs
- * seatbelts
- * safe cycle riding, wearing bicycle helmets
- * dangerous play
- * the need for adult company when crossing roads
- * safety in wet weather

3. A Qualitative Assessment of the Usefulness of 'Out and About': The Teachers' Post-trial View

3.1 Spontaneous reactions to the 'Out and About' material, in the post-trial interviews, was generally one of enthusiasm for what they considered was good base-line and age-related resource material

3.2 Once the teachers had trialled the 'Out and About' material they were asked how useful they felt the kit to be, as a resource for teaching road safety to pre-schoolers. Remembering those materials which the teachers had, in Stage One, believed to be useful, the responses to the trialled material can be seen to be consistent with those ideas expressed earlier. For instance;

- * the provision of such a complete 'kit' was greatly appreciated: the teachers felt they could successfully use 'Out and About' without having to search for further materials
- * the material itself was described as having "some good parts and some ..don't like", and, "the idea behind it and the concepts..are very sound". The good parts were:
 - the clear and concise aims, objectives and concepts in the Teachers' Guide
 - the ideas for activities for the children, also in the Teachers' Guide
 - the attractive colouring and the appropriate layout of the Children's Workbook
 - the use of the animal characters

- the provision of stickers
- the Parents' Guide
- the ease with which 'Out and About' could be used at whatever level the teacher was interested in pursuing

3.3 The 'Out and About' material came in for some criticism however; most of this had to do with the Children's Workbook which did not provide enough challenge for the pre-schoolers. Before discussing the numerous suggestions for improving the material, we outline the manner in which the material was used in the trial.

3.4 The teachers mostly used the Workbook to introduce the animal characters and to tell stories about each concept. However, the teachers had also prepared activities for the children, to reiterate the passive listening lessons. These activities were undertaken over a period of from two to four weeks and included:

- * outdoor walks to observe footpaths and roadways, and to cross roads
- * playground road play with road signs, tricycles etc
- * practicing putting on seat belts
- * having class sessions to decide where the stickers would be placed, on the poster
- * making road systems (mural style) on large sheets of paper
- * setting up classroom displays
- * songs, stories
- * craft work including making seat belts, drawing road scenes, cutting out cars and people for a collage mural
- * making traffic light sandwiches

- * constant 'ad hoc' conversation as the opportunity arose
- * drawing the wheels on page 4 of the Workbook and putting a cross on the footpath on page 5

3.5 As can be seen, the teachers adopted many of the activities suggested in the Teachers' Guide but also used their own years of experience to dictate which activities they would use. The 'Out and About' kit thus formed a useful basis upon which to develop a number of road safety related childrens' activities.

3.6 However, the Childrens' Workbook was less useful, providing very few opportunities for the children to undertake activities which would support the concepts being taught. The lack of these participatory activities in the Childrens' Workbook was the major criticism of the 'Out and About' material.

3.7 Suggestions for participatory activities which could be included in the Children's Workbook and which would increase the usefulness and efficacy of the book, included:

- * a special page of 'cut-out' materials (the animals, vehicles, seat belts, wheels, a ball etc) for pasting on to other pages or on to a mural
- * a double-page spread of a roadway, in the middle of the Workbook, on which cut-outs or stickers could be used
- * a page of outlines for colouring in, or a blank page for creative drawing for the children

- * a lift-out poster or lift-out cardboard animals
- * dot-to-dot activity
- * 'find the hidden thing' or 'identify the right/wrong thing' activities

3.8 As well as making suggestions for the improvement of the Childrens' Workbook, the teachers suggested a number of **extra things** which could be included in the 'Out and About' material to increase its usefulness. These were:

- * story tapes, music tapes, sheet music
- * a video using the animals to illustrate the concepts under discussion
- * hand puppets
- * poetry with finger-play
- * jigsaw puzzles from the book pages or poster

3.9 The poster also came in for some criticism and could be made more useful by being much larger or by being segmented into four individual posters, each one illustrating a single concept. Stickers which would last for more than two or three occasions, would also improve the long-term usefulness of this material.

3.10 The Teachers' Guide was very useful as it clearly outlined the aims, objectives and concepts to be taught. The layout of the Guide was very appropriate, teachers thought. However, the Guide could be even more useful by the inclusion of **more suggestions for participatory children's activities**.

3.11 Although there was some doubt as to the degree to which parents would read the **Parents' Guide**, the teachers generally agreed that it was an important component of the 'Out and About' kit. Its usefulness lay in the way in which it could encourage the parents to support the teachers efforts to teach road safety by alerting them to the nature of the lessons the children were receiving and by reminding the parents of their own responsibilities in this matter.

3.12 Most parents reported a fairly high level of enthusiasm amongst their children, for the 'Out and About' Workbook. The children had mostly been careful to save their book once they were at home and many had shown them to parents and siblings.

4. A Quantitative Assessment of the Usefulness of 'Out and About': The Teachers' Post-Trial View

- 4.1 Comments made about the 'Out and About' material by teachers who responded to the self-completion questionnaire were similar to those made by their counterparts involved in the evaluation of the kit.
- 4.2 Most teachers had thoroughly used each of the components of the kit; the Teachers' Handbook, the Picture Book (Workbook), the Activity Poster and Stickers and the Parents' Guide. Furthermore, the materials had been primarily used as a 'whole class activity' rather than as a 'small group activity'.
- 4.3 The use of the Teachers' Handbook relevant to each of the conceptual areas was high; in fact over half of responding teachers had used all of the material in the Teachers' Handbook relating to:
- * roads
 - * footpaths
 - * playing
- 4.4 The vast majority of teachers had used all of the childrens' Picture Book with only two claiming not to have used this component of the kit at all.
- 4.5 The consensus of opinion was that the 'Out and About' kit was **easy to use** and that the children had generally responded **enthusiastically** to the material.
- 4.6 In terms of the rating of the individual components of the 'Out and About' kit, the teachers reacted particularly positively to the Teachers' Handbook overall, as well as the 'Aims, Objectives and Concepts' listed in the Handbook.

The Parents' Leaflet/Guide and the Activity Poster and Stickers were also well regarded by a large proportion of teachers.

The children's Picture Book (although rated by half of all teachers as better than 'good' on the five point bi-polar scale) did not achieve as high ratings as did the other components of the kit the teachers were asked to consider. The illustrations in the Picture Book were, however, well received by the majority of teachers.

- 4.7 When asked to suggest changes or improvements to the 'Out and About' material, the teachers were very forthcoming; however the largest proportion of changes suggested related to the childrens' Picture Book.

As was the case amongst teachers involved in the evaluation, some of the teachers who responded to the questionnaire desired a more practical, activity-orientated book, which would stimulate and involve their students.

Comments were also made regarding the Activity Poster and Stickers, some teachers desired separate posters for each concept, larger posters and a greater number of stickers.

Some teachers were also desirous of:

- * a greater number of activities
(e.g. one-to-one matching/drawing)
- * other teaching aids (e.g. black line masters/paper puppets/stories or songs or audio tape)
- * other material (e.g. figures of the team members/picture book/poster book/floor plan of streets)

- 4.8 Even though a large number of teachers made suggestions as to how they thought the 'Out and About' kit could be improved, the vast majority claimed that they would use the material again.

5. The Impact of the 'Out and About' Material on the Pre-schoolers

5.1 Prior to exposure to the 'Out and About' material the pre-schoolers discussed road safety in terms of 'look right, look left', 'don't run across the road', 'always wear a seatbelt' and an appreciation of the meaning of red and green traffic lights.

5.2 Immediately after using the 'Out and About' material, the children talked in more conceptual terms about the roads and footpaths - 'roads are for wheels, footpaths are for feet' and in more concrete terms about seatbelts - the belt should go 'click' to be properly done up. As well, they talked readily about the need for caution on the road using the example of the ball and the 'big person' who would go out on the road to get it for a small person who could get run over.

Whilst the children recognised that it was unsafe to play on or near the road, they did not talk so much about safe places to play, except that they discussed the placing of the stickers on that section of the poster.

5.3 Overall the children were well able to report on the concepts outlined in the pre-school material. Furthermore, they were able to demonstrate what they had learnt in the various role play and craft activities they undertook for the researchers at the post-trial stage.

It should be noted, however, that any changes in the childrens' behaviour during these activities were prompted by the inherent restrictions in research techniques implicit in working with four and five year olds. That is, the childrens' attention was directed to the specific topics under enquiry.

- 5.4 The children were very enthusiastic about having their own Workbook. This proprietorial attitude appears to have ensured their interest in the book to the point where it had been carefully looked after and referred to even after the kit was complete. Thus, it could be said that the Workbook, even in its present non-participatory form, has the ability to ensure the pre-schoolers' interest in 'Out and About'.
- 5.5 Parents also reported an increased tendency on the part of their children to recite the rules for seat belt use and to tell the story of the big person having to get a smaller person's ball, should it go on the road. Other concepts repeated to parents included the 'wheels on the road, feet on the footpath' rule, which some parents disputed. The reason for this was that in some States/Territories, the children rode their bicycles on the footpath.

6. Has 'Out and About' Influenced the Way in Which Parents Teach Road Safety to Their Pre-schoolers?

- 6.1 The parents very rarely became involved in the teaching of 'Out and About' in the pre-schools, mostly because parents do not often become involved at the pre-school except for occasional 'days-on'. Pre-school teaching is also undertaken in a very flexible manner so that lessons are often incidental. Spur-of-the-moment teaching occurs at any opportunity which presents itself, once a theme has been introduced.
- 6.2 Although all parents received the Parents' Guide and all claimed to feel it was their responsibility to keep up with the pre-school lessons on road safety, it was apparent that few parents had properly read the Parents' Guide. Some of this laissez faire can be attributed to the volume of printed material which goes home from pre-schools and the timing of the receipt of that material (after a pre-school session when parents are involved in meals, household chores).
- 6.3 However, the Parents' Guide is also seen as overwordy, a belief which apparently puts parents off reading the Guide at the time it is received. Whilst a number of parents said they had put it aside to read at a more leisurely hour, few had done so.
- 6.4 The Parents' Guide does not appear to have noticeably influenced the manner in which parents impart road safety rules to their children. Rather, the 'Out and About' material seems to have encouraged the pre-schoolers to describe proper behaviour (e.g. the wearing of seatbelts at all times) to their parents.

6.5 It is our belief that a less wordy Parents' Guide might increase the numbers of parents willing to spend time reading it. However, we equally believe that this improvement in the performance of the Parents' Guide will be marginal, since the degree of apathy exposed was quite high. Therefore, the costs of editing and re-printing the Parents' Guide may be better deferred to ensure that the Children's Workbook can be extended and improved. This is especially the case since this Guide is used in the 'Out and About' primary schools kits as well as the pre-primary kits.

7. The Usefulness of 'Out and About' as a National Resource

- 7.1 We can only decide on the usefulness of 'Out and About' in the participating states and territories however, there is no evidence to suggest that the results obtained do not have national relevance.
- 7.2 Perhaps the most pertinent criteria against which to assess the material's usefulness is to examine whether the evaluating teachers would use the material again or whether they considered that their past practices were more efficient and more useful in teaching road safety. With the exception of two or three teachers, the evaluating teachers were definite that they use 'Out and About' again, even without changes to its present form. However, with some of the suggested improvements in place, all but one stated they would definitely use the material. Its usefulness lay in the provision of material for teachers, children and parents alike and in the way in which the material overcame the need to search for resources. Further, the enthusiasm of the children for their Workbook ensured the pupils' interest in the kit.
- 7.3 There was absolutely no doubt that the children felt very proud of their ownership of the 'Out and About' Workbook. They liked the animals and were easily able to identify themselves with Mouse, the little one who needed looking after on the roads. The four concepts were remembered and repeated in various ways to the researchers; the children also remembered with some enthusiasm, a number of the activities they had undertaken. Thus, from the children's point of view, the 'Out and About' material seems interesting, easily identified with and encouraging of participation in road safety lessons.

Recommendations

1. 'Out and About' pre-school material was well-received by teachers and pupils alike and has proved to be useful in the classroom as stimuli for road safety lessons. Even in its current form, the teachers used 'Out and About' as the basis for a number of participatory activities appropriate to the 4-5 year age group. An advantage of 'Out and About' was that the kit provided teachers with enough material and suggestions for the material's use, to undertake teaching the four concepts without a further search for age-specific resource material. Therefore, in the light of the teachers' enthusiasm for an improved 'Out and About' and the constructive suggestions made for this improved kit, we recommend that:

- * the current Children's Workbook be improved by the addition of more participatory activities such as:
 - a double-page road and playground scene
 - a page or two of 'cut-outs' such as wheels, the animal characters, small cars, a ball
 - a blank page or page with outlines suitable for colouring in or creative drawing/painting
- * the current Teachers' Guide be improved through the addition of more suggestions for children's art, craft or other activities
- * that if possible, the poster be revised by either enlarging the current poster or providing a set of three or four posters, each covering an individual concept

- * the kit be added to by the provision of at least some of the following:
 - more stickers, perhaps in a smaller size to allow for all students to have at least one sticker
 - a page suitable to be made into a jig-saw puzzle
 - a music tape or some sheet music of road safety songs
 - a road safety poem with includes finger play
 - hand or finger puppets of the animals
 - a video using the animal characters and the concepts in the 'out and About' Workbook
 - a bibliography of age-specific resource material for road safety lessons

- * Since the current Guide is used in all three 'Out and About' kits, we suggest that the Parents' Guide be maintained as it is in spite of requests for an abbreviated version, to ensure that funds are first used for the improvement of the Children's Workbook

- * However, if funds are available for both the Children's Workbook and the Parent's Guide, then it should be edited and the text abbreviated. As well, to lessen the confusion over the Guide's target market, we suggest that the front cover layout be modified by:
 - reducing the size of the illustration
 - ensuring the words 'A Parents' Guide to Road Safety' stand isolated from the illustration

- box in the red text
 - edit and reduce the black introductory text
2. Given the willingness of the trialling teachers to incorporate 'Out and About' into their curricula in future years, the availability of the material will be important. Where possible, the material should be available early in each academic year.

Appendix A

**Topic Guides
for
Stages One and Two**

STAGE ONE : TOPIC GUIDE

Children

- o introduce myself
- o familiarisation period
- o how do they come to school?
- o how often do they walk?
- o who do they walk with?
- o where is the safest place to walk/
-
- O DRAW THE PERSON THEY WALK WITH TO SCHOOL/SHOPS
AT A ROAD CROSSING
- o explain their drawings
 - where do they cross roads?
 - what are traffic lights for?
 - what do they do when traffic lights are green/red?
-
- O USE PLAY ROAD
- o what do they have to do when going in a car?
 - what are seat belts for?
 - why are they important?
- o do they know any safe places to play?
 - where?
-
- o where would it be dangerous to play?

STAGE ONE : TOPIC GUIDE

Parents

- o introduction
- o thanks for coming
- o reasons for coming?
- o general discussion on attitudes to childrens' road safety education
- o where do/should children learn road safety at such an early age?
- o any specific actions taken in the past to teach their pre-schoolers about road safety
- o what fears are held with regard to road safety education for their children?
- o how do their 4-5 year olds get to pre-school?
- o are older siblings used to accompany pre-schoolers?
- o what lessons in road safety have these older children had?
- o where did they get these lessons?
- o what is the view of the parent with regard to road safety being taught at home? at school?
- o how much assistance are they being asked to give the pre-school with regard to keeping their children safe on the roads?
- o how much have they (had time to)give?
- o general attitudes to the role of road traffic authorities and road safety lessons - should they be involved in school activities?
- o under what banner (health?) should road safety be introduced at school - if at all?

EXPLANATION OF THE 'OUT AND ABOUT' MATERIAL

OBTAIN COMMITMENT TO TEST

EXPLANATION OF DURATION OF TEST

CONFIRM RETURN DATES

- o descriptive data - size of class
 - socio-economic area
 - other comments on type of school
- o descriptive data - teaching experience
 - length of time teaching
 - length of time at that school
 - number of years as pre-school teacher

STAGE ONE ; TOPIC GUIDE

Teachers

- o introduction
- o how much road safety taught in the past?
 - especially with pre-schoolers ?
- o where has this/these lessons been developed?
- o has any material been available to them?
- o from where?
- o what was it (the material) like?
 - how good/useful/popular with the children
- o how easily was it come by, if not provided by the school?
- o how did they know where to find it?
- o what factors did they consider when deciding to
 - teach road safety to the pre-schoolers
 - use the material
- o involvement of parents in road safety lessons taught previously - with reasons...
- o attitude to involvement of parents in such lessons
- o perceived role of school/parents in teaching road safety to pre-schoolers
- o beliefs about the most effective type of materials for teaching road safety to pre-schoolers
 - what it would be like
 - how it should be used
 - who should produce it
 - how often should it be taught
 - part of a theme ? or as separate subject ?
 - type of teachers' aides required
 - balance of practical/classroom

Children's Topic Guide

Stage Two

1. Introduction and familiarisation

2. The Workbook :

- o spontaneous recall through asking:
 - have they done anything recently about crossing the road, seat belts, footpaths and safe places to play?
 - if, so what do they remember doing?
 - what did they have (book)?
 - what was the book called?
- o what did the book say, what was it telling them?
- o did they like/dislike the book?
 - why?

The 'Out and About' Team

- o were there any children in the book?
- o any animals? If so, what animals?
- o what can they tell us about the animals?
 - Mouse, Wombat, Possum, Koala
 - appearance, behaviour.

Activities

Children to pretend they are each of the animals as presented in the book, in different situations (in the car/on the road/on the footpath/playing).

Seatbelts

- o did the book tell you anything about seatbelts? What did it tell you?
- o why do you need to wear your seatbelt

when you are in the car?

- o when you are wearing a seatbelt what things do you have to remember to make sure the seatbelt is on properly?

Activities

Pretend you are in the car and asking Mummy or Daddy to put your seatbelt on. * What would you do?

- * Put the sticker of possum in her harness
- * Pretend you are two animals in the car

Roads

- o what types of things do you find on the road : who uses the road?

Activities

Name the vehicles in the pictures. What other types of vehicles use the road?

- o what do we call all these vehicles when they are all together?
- o why do we have roads?
- o are roads for children? Why (not)?

Activities

Stick the vehicles in the right places on the poster. Paint/draw your car on the road.

Footpaths

- o what is a footpath?
- o why do we footpaths?

Activities

Paint/draw a road and a footpath. Point to the footpath on the poster.

- o why are footpaths the safest place to walk?
- o what do you have to remember when you

are walking on the footpath?

- o what hazards might you find when walking on the footpath? (Potholes, posts, driveways)

Activities

Place the animals on the footpath on the poster.

Playing

- o where are the safe places to play? Why?
- o Where are the unsafe places to play? Why?
- o what should you do if your ball or dog goes on to the road?

Activities

Paint/draw a safe place to play

Teachers' Topic Guide

Stage Two

1. Introduction

2. Spontaneous reactions to the 'Out and About' programme.

- o what did you think about the programme overall?
- o would you use it again? Why/why not?

3. Extent of use of the Programme

- o how used - integrated/theme ?
- o how often used?
- o was the Teachers' handbook used?
In what ways?
- o were the children's workbooks used?
In what ways?
- o was the poster and the stickers used?
In what ways?
- o was the Parents' Guide sent to parents?
With an accompanying note?/at meetings?

4. The Teachers' Handbook

- o attitudes to the handbook overall - likes/dislikes
- o attitudes to the layout and presentation of the handbook
- o attitudes to the aims, objectives, concepts and activities :
 - usefulness
 - clarity
 - ease of use
 - amount of information presented
- o suggested improvements

5. The Childrens' Workbooks

- o attitudes to the workbooks overall
 - likes and dislikes
- o attitudes to the layout and presentation of the workbooks
- o response of children to the workbook
- o ease/difficulty for children to undertake activities and appreciate the concepts taught
- o ease/difficulty in using the workbooks in the classroom
- o suggested improvements

7. The Parents' Guide

- o attitudes to the guide overall
 - likes and dislikes
- o did they have any feedback from the parents :
 - if yes : what form did this take?
what was the feedback?
 - If no : why do they think this was the case?
- o suitability of the guide for inclusion in the programme overall
- o suggested improvements

8. Intentions re the programme use

- o will they use it again : why?
- o would they make any changes to the way the programme would be used in the future?

Parents Topic Guide

Stage Two

1. Introduction

2. Awareness of the 'Out and About' Programme

- o are they aware of the programme?
- o what do they know about the programme?
- o what, if anything, did their children tell them about the programme?
- o did they get involved in the programme at school?

3. The Parents' Guide

- o are they aware of it?
- o did they receive it? How and from whom?
- o spontaneous reactions too the guide
- o what did they like/dislike about it?
- o attitudes towards the guide :
 - clarity
 - layout
 - ease of understanding for self
 - relevance to them
 - topics covered
- o what did they do with the guide?
- o suggested improvement

4. The Children's Workbooks

- o awareness of the books
- o attitudes towards the books
 - topic areas covered
 - layout
 - clarity
 - ease of understanding for children
 - appeal to children
- o suggested improvements

5. Overall Attitudes Towards the Programmes

- o is it adequate?
- o is it appropriate for their children?
- o is it complementary to their instructions to their children?
- o could it be improved?

Appendix B

Photographs of Children's Creative Artwork
from
Stages One and Two

Appendix C

The Teachers' Self-Completion Questionnaire

Out and About

Road Safety for Pre-School Children

PRE-SCHOOL TEACHERS' QUESTIONNAIRE

Road crashes are the biggest single killer of Australian children and many more children are seriously injured each year.

'Out and About' aims to reduce the incidence of death and injury.

The information you provide by completing this questionnaire will enable the Federal Office of Road Safety to assess the effectiveness of the material and to improve any future editions which may be produced. We would therefore appreciate a response from all teachers who use the material.

Please fill in this form if you used all or part of the program.

When you have completed this questionnaire, please return it in the envelope provided. No stamps are required.

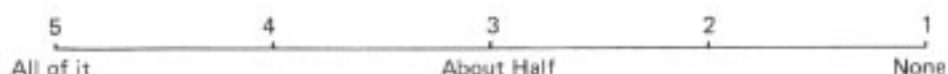
Thank you for your co-operation.

Research Section
Federal Office of Road Safety
Federal Department of Transport
GPO Box 594
Canberra ACT 2601

1. What is the name of your school?		
2. Where is your school located?		
Enter the State/Territory in the box		
State/Territory NSW SA VIC TAS QLD NT WA ACT		<input type="text"/>
3. What is the age group of the children who participated in the lessons?		
Enter the codes in the boxes		
Indicate all age groups		
3-4 years (1)		<input type="text"/>
4-5 years (2)		<input type="text"/>
5-6 years (3)		<input type="text"/>
4. Which part/s of the kit did you use?		
Enter the appropriate code/s in the box/es		
Indicate all the parts used		
Teachers' Handbook (1)		<input type="text"/>
Picture Book (2)		<input type="text"/>
Parents' guide (3)		<input type="text"/>
Activity Poster and Stickers (4)		<input type="text"/>
5. How much of the Teachers' Handbook, relevant to each conceptual area, did you use?		
Circle the appropriate number and enter it in the box		
Seat belts	5 4 3 2 1 All of it About Half None	<input type="text"/>
Roads	5 4 3 2 1 All of it About Half None	<input type="text"/>
Footpaths	5 4 3 2 1 All of it About Half None	<input type="text"/>
Playing	5 4 3 2 1 All of it About Half None	<input type="text"/>

6. How much of the picture book did you use?

Circle the appropriate number and enter it in the box



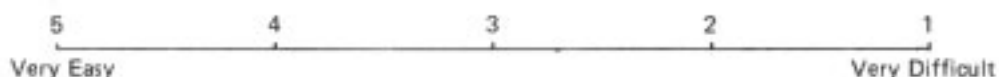
7. How did you use the 'Out and About' materials?

Enter the appropriate code in the box

- (1) Mainly whole class activities
- (2) Mainly small group activities
- (3) A mixture of whole class and small group

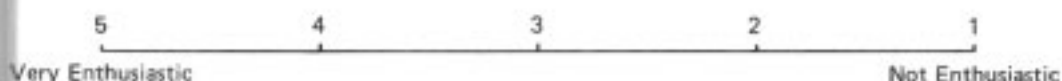
8. How easy were the materials to use?

Circle the appropriate number and enter it in the box



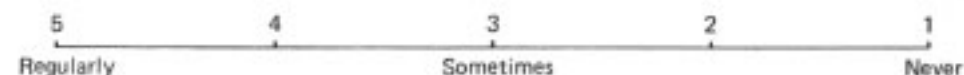
9. How did the students respond to the materials?

Circle the appropriate number and enter it in the box



10. Have you taught Road Safety prior to using the 'Out and About' material?

Circle the appropriate number and enter it in the box

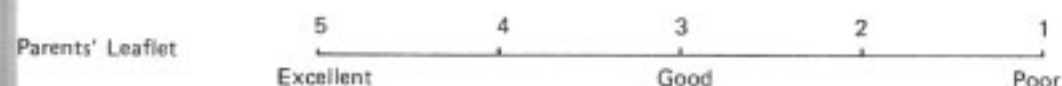


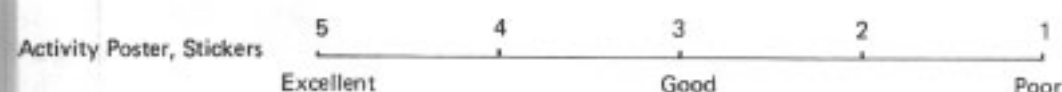
11. Rate the following components of the kit

Circle the appropriate number and enter it in the box









Circle the appropriate number and enter it in the box

5 4 3 2 1

Excellent Good Poor

5 4 3 2 1
Excellent Good Poor

11

--	--

Circle the appropriate number and enter it in the box

5 4 3 2 1

Definitely Probably Definitely Not

11

14. If you have any ideas for improving the materials, please outline them below.

[illegible]

Appendix D

Detailed Tabular Results
of
Teachers' Self-Completion Questionnaires

ROAD SAFETY - DECEMBER 1987

TABLE 1	TOTAL *BY* Q2-LOCATION OF SCHOOL	PAGE 1
TABLE 2	TOTAL *BY* Q3-AGE GROUP OF CHILDREN WHO PARTICIPATED IN THE LESSONS	PAGE 2
TABLE 3	TOTAL *BY* Q4-PART(S) OF THE KIT USED	PAGE 3
TABLE 4	TOTAL *BY* Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO SEAT BELTS, USED	PAGE 4
TABLE 5	TOTAL *BY* Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO ROADS, USED	PAGE 5
TABLE 6	TOTAL *BY* Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO FOOTPATHS, USED	PAGE 6
TABLE 7	TOTAL *BY* Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO PLAYING, USED	PAGE 7
TABLE 8	TOTAL *BY* Q6-HOW MUCH OF THE PICTURE BOOK USED	PAGE 8
TABLE 9	TOTAL *BY* Q7-HOW THE "OUT AND ABOUT" MATERIALS USED	PAGE 9
TABLE 10	TOTAL *BY* Q8-MATERIALS' EASE OF USE	PAGE 10
TABLE 11	TOTAL *BY* Q9-STUDENTS' RESPONSE TO THE MATERIALS	PAGE 11
TABLE 12	TOTAL *BY* Q10-WHETHER TAUGHT ROAD SAFETY PRIOR TO USING "OUT & ABOUT"	PAGE 12
TABLE 13	TOTAL *BY* Q11-RATING OF TEACHERS' HANDBOOK	PAGE 13
TABLE 14	TOTAL *BY* Q11-RATING OF PICTURE BOOK	PAGE 14
TABLE 15	TOTAL *BY* Q11-RATING OF PARENTS' LEAFLET	PAGE 15
TABLE 16	TOTAL *BY* Q11-RATING OF ACTIVITY POSTER, STICKERS	PAGE 16
TABLE 17	TOTAL *BY* Q12-RATING OF ILLUSTRATIONS IN PICTURE BOOK	PAGE 17
TABLE 18	TOTAL *BY* Q12-RATING OF AIMS, OBJECTIVES AND CONCEPTS LISTED IN THE TEACHERS' HANDBOOK	PAGE 18
TABLE 19	TOTAL *BY* Q13-WHETHER WOULD USE THE MATERIALS AGAIN	PAGE 19
TABLE 20	TOTAL *BY* Q14-SUGGESTIONS FOR IMPROVEMENT OF MATERIALS	PAGE 20

TABLE 1

TOTAL *BY* Q2-LOCATION OF SCHOOL

PAGE 1

	TOTAL *-----*
	TOTAL
RESPONDENTS	55
	100%
Q2-LOCATION OF SCHOOL	
NSW	1
	2%
VIC	9
	16%
WA	30
	55%
TAS	5
	9%
NT	2
	4%
ACT	8
	15%

ROAD SAFETY - DECEMBER 1987

TABLE 2

TOTAL *BY* Q3-AGE GROUP OF CHILDREN WHO PARTICIPATED IN THE LESSONS

PAGE 2

	TOTAL

TOTAL	
RESPONDENTS	55
	100%
Q3-AGE GROUP OF CHILDREN WHO PARTICIPATED IN THE LESSONS	
3 - 4 YEARS	1
	2%
4 - 5 YEARS	30
	55%
5 - 6 YEARS	2
	4%
3 - 4 YEARS AND 4 - 5 YEARS	10
	18%
4 - 5 YEARS AND 5 - 6 YEARS	3
	5%
3 - 4 YEARS AND 4 - 5 YEARS AND 5 - 6 YEARS	8
	15%
1 1/2 - 5 YEARS	1
	2%

	TOTAL

	TOTAL
RESPONDENTS	55
	100%
Q4-PART(S) OF THE KIT USED	
TEACHERS' HANDBOOK	54
	98%
PICTURE BOOK	54
	98%
PARENTS' GUIDE	50
	91%
ACTIVITY POSTER AND STICKERS	52
	95%

TABLE 4

TOTAL *BY* Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO SEAT BELTS, USED

PAGE 4

TOTAL

TOTAL

RESPONDENTS 55
 100%

Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO SEAT BELTS, USED

NONE (1)

(2) 2
 4%

ABOUT HALF (3) 8
 15%

(4) 21
 38%

ALL OF IT (5) 24
 44%

NO RESPONSE

MEANS 4.2
STD. DEVIATION 0.8

	TOTAL *-----*
	TOTAL
RESPONDENTS	55 100%
Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO ROADS, USED	
NONE (1)	
(2)	2 4%
ABOUT HALF (3)	9 16%
(4)	15 27%
ALL OF IT (5)	29 53%
NO RESPONSE	
MEANS	4.3
STD. DEVIATION	0.9

TABLE 6

TOTAL *BY* Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO FOOTPATHS, USED

PAGE 6

TOTAL

TOTAL

RESPONDENTS

55
100%

Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO FOOTPATHS, USED

NONE (1)

(2) 4
 7%

ABOUT HALF (3)

10
18%

(4) 10
 18%

ALL OF IT (5)

31
56%

NO RESPONSE

MEANS
STD. DEVIATION

4.2
1.0

TOTAL

 TOTAL

RESPONDENTS	55
	100%
Q5-HOW MUCH OF THE HANDBOOK, RELEVANT TO PLAYING, USED	
NONE (1)	
(2)	2
	4%
ABOUT HALF (3)	5
	9%
(4)	11
	20%
ALL OF IT (5)	37
	67%
NO RESPONSE	
MEANS	4.5
STD. DEVIATION	0.8

TABLE 8

ROAD SAFETY - DECEMBER 1987
TOTAL *BY* Q6-HOW MUCH OF THE PICTURE BOOK USED

PAGE 8

	TOTAL

	TOTAL
RESPONDENTS	55
	100%
Q6-HOW MUCH OF THE PICTURE BOOK USED	
NONE (1)	2
	4%
(2)	1
	2%
ABOUT HALF (3)	5
	9%
(4)	1
	2%
ALL OF IT (5)	46
	84%
NO RESPONSE	
MEANS	4.6
STD. DEVIATION	1.0

TOTAL

TOTAL

RESPONDENTS	55
	100%
Q7-HOW THE "OUT AND ABOUT" MATERIALS USED	
MAINLY WHOLE CLASS ACTIVITIES	33
	60%
MAINLY SMALL GROUP ACTIVITIES	5
	9%
A MIXTURE OF WHOLE CLASS AND SMALL GROUP	15
	27%
DID NOT USE	1
	2%
NO RESPONSE	1
	2%

TABLE 10

TOTAL *BY* Q8-MATERIALS* EASE OF USE

PAGE 10

TOTAL

TOTAL

RESPONDENTS	55
	100%
Q8-MATERIALS* EASE OF USE	
VERY DIFFICULT (1)	
(2)	1
	2%
(3)	7
	13%
(4)	11
	20%
VERY EASY (5)	35
	64%
NO RESPONSE	1
	2%
MEANS	4.5
STD. DEVIATION	0.8

	TOTAL *-----*
	TOTAL
RESPONDENTS	55 100%
Q9-STUDENTS' RESPONSE TO THE MATERIALS	
NOT ENTHUSIASTIC (1)	
(2)	1 2%
(3)	12 22%
(4)	25 45%
VERY ENTHUSIASTIC (5)	16 29%
NO RESPONSE	1 2%
MEANS	4.0
STD. DEVIATION	0.8

TOTAL

TOTAL

RESPONDENTS	55
	100%
Q10-WHETHER TAUGHT ROAD SAFETY PRIOR TO USING "OUT & ABOUT"	
NEVER (1)	2
	4%
(2)	2
	4%
SOMETIMES (3)	12
	22%
(4)	15
	27%
REGULARLY (5)	24
	44%
NO RESPONSE	
MEANS	4.0
STD. DEVIATION	1.1

TOTAL

 TOTAL

RESPONDENTS

55
 100%

Q11-RATING OF TEACHERS' HANDBOOK

POOR (1)

(2)

GOOD (3)

12
 22%

(4)

23
 42%

EXCELLENT (5)

20
 36%

NO RESPONSE

MEANS

4.1
 0.8

STD. DEVIATION

TABLE 14

TOTAL *BY* Q11-RATING OF PICTURE BOOK

PAGE 14

	TOTAL *-----*
	TOTAL
RESPONDENTS	55 100%
Q11-RATING OF PICTURE BOOK	
POOR (1)	3 5%
(2)	8 15%
GOOD (3)	16 29%
(4)	14 25%
EXCELLENT (5)	14 25%
NO RESPONSE	
MEANS	3.5
STD. DEVIATION	1.2

TABLE 15

TOTAL *BY* Q11-RATING OF PARENTS' LEAFLET

PAGE 15

TOTAL

RESPONDENTS	55
	100%
Q11-RATING OF PARENTS' LEAFLET	
POOR (1)	
(2)	1
	2%
GOOD (3)	7
	13%
(4)	20
	36%
EXCELLENT (5)	26
	47%
NO RESPONSE	1
	2%
MEANS	4.3
STD. DEVIATION	0.8

TABLE 16

TOTAL *BY* Q11-RATING OF ACTIVITY POSTER, STICKERS

PAGE 16

TOTAL

RESPONDENTS	55
	100%
Q11-RATING OF ACTIVITY POSTER, STICKERS	
POOR (1)	3
	5%
(2)	5
	9%
GOOD (3)	13
	24%
(4)	14
	25%
EXCELLENT (5)	20
	36%
NO RESPONSE	
MEANS	3.8
STD. DEVIATION	1.2

	TOTAL *-----*
	TOTAL
RESPONDENTS	55 100%
Q12-RATING OF ILLUSTRATIONS IN PICTURE BOOK	
POOR (1)	2 4%
(2)	2 4%
GOOD (3)	9 16%
(4)	18 33%
EXCELLENT (5)	24 44%
NO RESPONSE	
MEANS	4.1
STD. DEVIATION	1.0

TABLE 18

BY TOTAL
Q12-RATING OF AIMS, OBJECTIVES AND CONCEPTS LISTED IN THE
TEACHERS' HANDBOOK

TOTAL

TOTAL

RESPONDENTS

55
100%

Q12-RATING OF AIMS, OBJECTIVES AND CONCEPTS LISTED IN THE
TEACHERS' HANDBOOK

POOR (1)

(2)

GOOD (3)

9
16%

(4)

16
29%

EXCELLENT (5)

30
55%

NO RESPONSE

MEANS
STD. DEVIATION

4.4
0.8

TOTAL

TOTAL

RESPONDENTS 55
100%

Q13-WHETHER WOULD USE THE MATERIALS AGAIN

DEFINITELY NOT (1)

(2) 1
2%

PROBABLY (3) 9
16%

(4) 12
22%

DEFINITELY (5) 33
60%

NO RESPONSE

MEANS 4.4
STD. DEVIATION 0.8

TABLE 20 (CONT.) TOTAL *BY* Q14-SUGGESTIONS FOR IMPROVEMENT OF MATERIALS

	TOTAL	

	TOTAL	
RESPONDENTS	55	
	100%	
Q14-SUGGESTIONS FOR IMPROVEMENT OF MATERIALS		
KIT WAS COLOURFUL AND INTERESTING	3	
	5%	
WOULD USE THE KIT AGAIN	3	
	5%	
MORE DRAWING ACTIVITIES/CUT AND PASTE	3	
	5%	
CHILDREN DISAPPOINTED DIDN'T RECEIVE OWN STICKERS	3	
	5%	
PAPER TOO FLIMSY/POOR QUALITY STICKERS/POSTERS	3	
	5%	
OTHER TOPICS/MORE INFORMATION SHOULD BE COVERED (EG.	3	
	5%	
PARENTS GUIDE TOO WORDY	3	
	5%	
DISCUSSIONS WITH/FEEDBACK FROM CHILDREN POSITIVE	2	
	4%	
CHILDREN LIKED/COULD RELATE WELL WITH CHARACTERS	2	
	4%	
THE WORKBOOK WAS TOO DIFFICULT/CONFUSING FOR PRE-SCHOOLERS	2	
	4%	
A POSTER FOR EACH CONCEPT	2	
	4%	
THE PARENTS GUIDE WAS GOOD/INFORMATIVE	2	
	4%	
CHILDREN LIKED/ENJOYED THE STICKERS	1	
	2%	

TABLE 20 (CONT.) TOTAL *BY* Q14-SUGGESTIONS FOR IMPROVEMENT OF MATERIALS

	TOTAL	

	TOTAL	
RESPONDENTS	55	
	100%	
Q14-SUGGESTIONS FOR IMPROVEMENT OF MATERIALS		
ALL MATERIAL WAS USEFUL AS GUIDELINE	1	2%
CHARACTERS/ANIMALS WERE CONFUSING	1	2%
AIM TO BE MORE SERIOUS ABOUT A SERIOUS SUBJECT	1	2%
ALL OTHER COMMENTS	16	29%
NO INFORMATION/NO RESPONSE	12	22%