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'Out and About' Child Safety Campaign
A summary of the research project

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Abstract

The Federal Office of Road Safety developed an education package 'Out and About' aimed at children aged 5-11 years. The material is a major component of a campaign for the safety of children in the traffic environment. This report summarises the major findings of three phases of evaluative research undertaken amongst primary school teachers, parents and pupils who had trialled the 'Out and About' material. Overall the reactions were very positive about the usefulness of the material. Some developmental improvements were suggested for the teachers', parents' and pupils' material which would encourage their use in the long-term.

Keywords - Teachers, Parents, Children, Workbooks, Teachers' Guide, Parents' Guide, Teachers' Questionnaire, Road Safety, Possum, Wombat, Koala, Bilby, Mouse, Resource Material, Behaviour, Program, Team, Safe Places, Bicycles, Footpath

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'OUT AND ABOUT' CHILD SAFETY CAMPAIGN

A SUMMARY OF THE RESEARCH PROJECT

prepared by
**AXIA SOCIAL
&
MARKETING RESEARCH**

**CR66
June 1988.**

'Out and About' Child Safety
Campaign

A Summary of the Research Project

Prepared for:

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Federal Office of Road Safety
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Canberra ACT 2601

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Preface

The Federal Office of Road Safety has developed the 'Out and About' campaign considerably since the evaluation of the initial material described in this report. The following outline of these developments is for the information and interest of the reader. For further information about the campaign or free copies of the 'Out and About' material please call toll free (008) 026349.

1984-1985 Development of first edition of 'Out and About' materials

1986 Distribution of first version

 Evaluation of materials by Axia Marketing and Social Research

* described in this report

1986-1987 Development of second version materials based on results of Axia research

The major changes to the materials were:

- * targetting of children's books to two specific year levels
 - Level One 6-7 year olds (second year at school)
 - Level Two 8-9 year olds (fourth year at school)
- * new artwork including more animated characters and deletion of obvious sex stereotyping

- * addition of more activities in children's books and Teachers' Handbook
- * greater emphasis on the need for teachers to undertake practical road safety activities in 'real-life' situations
- * upgrading of the Parents' Guide to create a greater impact on parents

1987 Distribution of second version of Level One and Level Two material

Development and trialling of pre-school material

1988 Reprint and distribution of second version of Level One and Level Two material

Development and distribution of second version of pre-school material, based on recommendations from the trial

Development and distribution of 'Out and About' video, for use with the Level One print material

Since 1986 around 35,000 classroom packs (each containing enough material for 29 children) have been distributed to schools around Australia. As feedback from users of the material continues to be extremely positive, reprints of the material will continue during 1988.

Executive Summary

Executive Summary

In 1985 the Federal Office of Road Safety developed an education package 'Out and About' aimed at children between the ages of 5-11 years. The material is a major component of a campaign for the safety of children in the traffic environment.

The aims of the campaign are to:

- * make children more aware of dangerous situations which they will face as road users
- * encourage them to adopt safe behaviours to help them cope with these situations
- * provide parents, teachers and children themselves, with basic and simply expressed information to assist in achieving the first two aims

'Teacher Packs' were produced and distributed to primary schools early in 1986. Included in each pack were:

- * **a teachers' guide** which covered both the aims of the package and teaching strategies to assist in its application
- * **a teachers' questionnaire** to assist in an evaluation of the material
- * **a parents' guide to road safety** which outlined the actions parents could take to help protect their children on the road

- * two student Workbooks: one for children aged 5-7 and one for children aged 8-11 years

As a reprint of the materials was planned it was decided to test reactions of the users to the first printing before undertaking the second. The research was conducted in three distinct stages:

1. Initial evaluation of attitudes towards and use of 'Out and About' amongst teachers, parents and pupils in a small sample of primary schools. (conducted throughout May and early June 1986)
2. A post-evaluation research phase with a sample of the same teachers and pupils as included in Stage 1 to investigate the 'residue' of awareness of 'Out and About'. (conducted in November 1986)
3. An analysis of returns of the teachers' questionnaire included in each classroom set of the 'Out and About' materials distributed

The research results indicated that 'Out and About' is a unique and invaluable teaching resource and had met the stated objectives set for it. The key findings to emerge from the study were as follows:

- * The 'Out and About' material helped the children to sustain any previous awareness of dangerous behaviour and to 'focus' or centre on a small number of specific situations

- * The 'Out and About' material did encourage children to adopt safe behaviours to help them cope with dangerous road situations
- * **The Parent's Guide** presented parents with simple, clear and comprehensive information about road safety; however the material did require a front cover with greater impact
- * **The Teachers' Guide** achieved the stated aims: the teachers were very positive in their opinions of, and attitudes to the Guide
- * The 'Out and About' material engendered the long-term support of the teachers: all of whom claimed that they would use the material in the future and indeed all had kept the Teachers' Guide to facilitate this
- * The 'Out and About' material is of a standard and format that teachers are currently used to and has the potential to be extended by incorporating other activities and materials into the program
- * **The Children's Workbooks** did achieve their stated aims, but the researchers did suggest a number of changes which would improve the material such as:
 - the inclusion of more activities
 - larger print in the word bubbles

- making the illustrations discrete or providing heavy borders to separate one from another
- providing more space for writing in the 8-11 year old's workbooks

* There was no confusion in the minds of the children in the post-evaluation stage as to who the 'Out and About' team members were and the safe and unsafe behaviour in which they indulged

Section 1

Background to the Study

1. Background

In 1985 The Federal Office of Road Safety developed an education package 'Out and About' aimed at children between 5 and 11 years of age. The material is a major component of a campaign for the safety of children in the traffic environment.

The aims of the campaign are threefold:

1. make children more aware of dangerous situations they will face as road users
2. encourage them to adopt safe behaviours to help them cope with these situations
3. provide parents, teachers and children themselves, with basic and simply expressed information to assist in achieving the first two aims

Ten thousand 'Teacher Packs' of 'Out and About' road safety materials were distributed in early 1986 to Road Safety Authorities across Australia for distribution to primary schools; further distribution followed within the first school term.

Included in the packs were:

- * a teachers' guide which outlined the aims of the 'Out and About' package, a background to the animal characters of the 'Out and About Team' and teaching strategies to assist in its application to students

- * a teachers' questionnaire to assist in an evaluation of the 'Out and About' primary schools material
- * a parents' guide to road safety, a six-page pamphlet outlining the actions a parent could take to help protect a child on the road
- * two student workbooks for children aged 5-7 and 8-11 years. The workbooks introduce the 'Out and About' team and provide road safety messages through fun exercises (drawing, colouring-in, quizzes) and questions

As a reprint of the material was planned it was decided to test the reactions of the users to the first printing before undertaking the second. This was done to ensure that the reprinted material benefited from any constructive criticism from the end users.

2. Research Objectives

The Federal Office of Road Safety (FORS) required an independent assessment of the 'Out and About' primary schools material to assist in ensuring the re-printed materials overcame any possible problems inherent in the program.

The objectives of the initial research phase were as follows:

- * to determine whether the aims of the campaign were achieved ie:

- making children more aware of dangerous situations they face as road users
 - eliciting safe behaviours in 'road user' situations
 - providing teachers, parents and children with basic, simply expressed information to facilitate road safety awareness and behaviours
- * to determine the attitude of relevant authorities in each State and Territory to the materials, including any improvements which would make 'Out and About' of more use

Post-evaluation research was undertaken some five months from the conduct of the first 'Out and About' evaluation. The scope of this research was two-fold:

1. children interviewed in early 1986
2. teachers of these children

Amongst these respondents, the overall objectives of the follow-up research were to:

- * estimate the longevity of the 'Out and About Team' and the level of awareness of their relatively correct/incorrect road usage behaviour, amongst children exposed to 'Out and About' in the first term of 1986
- * check on any long-term use by the teachers and any impressions of the materials' extended utility

3. Research Methodology

The research was conducted in three distinct stages:

1. initial evaluation of attitudes towards and use of 'Out and About' in a small sample of primary schools (conducted throughout May and early June 1986)
2. a post-evaluation research phase with the same teachers and children as included in Stage 1 to investigate the 'residue' of awareness of 'Out and About' (conducted in November 1986)
3. an analysis of returns of the teachers' questionnaire included in each classroom set of the 'Out and About' materials distributed

Brief details of the methodologies used in each of these three stages of research are outlined on the following pages.

Stage 1 : Initial Evaluation of Attitudes Towards and Use of 'Out and About'

The research was undertaken in every State and Territory in Australia. In each State, schools were chosen by the State Road Safety Authorities, with guidance from AXIA on the types of schools (eg. Government, private, location in high/low risk areas) required to achieve as representative a sample as possible. The schools chosen were all primary schools and were obviously those which had received and begun to use the materials.

Figure 1 : Number of Groups and Interviews Achieved in Stage 1

	NSW*	VIC	SA**	QLD	NT	WA*	ACT	TAS**
<u>Groups of</u>								
Children 5-7	6	4	4	4	4	4	4	3
Children 8-11	-	4	4	4	4	3	4	2
<u>Groups of</u>								
Parents of 5-7 year olds	2	2	-	2	2	2	2	2
Parents of 8-11 year olds	-	2	-	1	2	1	2	1
<u>Teachers</u>								
of 5-7 year olds	2	4	3	4	4	4	4	2
of 8-11 year olds	-	5	2	4	4	4	3	1
State interview	1	1	1	1	1	1	1	1

New South Wales

The two schools were private schools and in both cases only (1) class in the school had used 'Out and About'. The reason for this was that individual teachers had sent away for material which had yet to be delivered to the school.

South Australia

It was exceedingly difficult to recruit schools in Adelaide to participate since most schools planned to use the material late in the year. The co-operating schools did not ask parents to take part.

Western Australia

The roll at one school consisted of 70% of pupils with non-English-speaking parents. Only one (1) group of parents were convened at that school.

Tasmania

One (country) school only participated, since schools which had received the material had mostly planned to use the materials in the second term, outside of the survey period.

The research methodologies adopted were as follows:

- * personal interviews with representatives of State authorities
- * personal interviews with teachers of selected classes in each school
- * mini-group discussions with the parents of children in selected classes
- * mini-group discussions with the children in selected classes in each school

Figure 1 opposite outlines the number of group discussions and interviews finally achieved in each State/Territory. The total number of respondents was as follows:

	No.
<u>Children</u>	
5-7 years	198
8-11 years	150
<u>Parents of Children aged....</u>	
5-7 years	112
8-11 years	72
<u>Teachers of Children aged....</u>	
5-7 years	27
8-11 years	23

The interviews and mini-groups involved open-ended discussion amongst the participants with the 'Out and About' material in view. Topic guides were developed prior to all fieldwork and these were confirmed by the Federal Office of Road Safety prior to fieldwork commencing.

All interviews and mini-groups were tape recorded and the transcripts of these tapes were prepared for later content analysis and to assist in the preparation of the final report.

Stage 2 : Post Evaluation Research

The post-evaluation research was conducted in two States/Territories, Queensland and the Australian Capital Territory. In each area, two schools in the capital cities were used.

The research was only undertaken with teachers and children and was carried out in exactly the same manner as for Stage 1, that is through:

- * in-depth interviews with teachers
- * mini-group discussions with children

As with Stage I, teachers and children were interviewed by the AXIA Principals. The teachers and children taking part in this second stage were those contacted during the initial study.

Teachers were requested to refrain from 'coaching' the children or from encouraging them to go back to their Workbooks if they had finished using them.

The following number of mini-groups and teacher interviews was achieved:

	<u>ACT</u>	<u>QLD</u>
	No.	No.
<u>Groups of.....</u>		
children 5-7 years	5	4
children 8-11 years	4	4
<u>Interviews with Teachers of</u>		
5-7 year olds	2	2
8-11 year olds	2	2

Each children's group was attended by at least six (6) children.

The interviews and mini-groups involved open-ended discussion amongst the participants. Topic guides were developed prior to all fieldwork and these were confirmed by the Federal Office of Road Safety prior to fieldwork commencing.

All interviews and mini-groups were tape recorded and the transcripts of these tapes were prepared for later content analysis and to assist in the preparation of the final report.

Stage 3 : Analysis of Returns of the Teachers' Questionnaires

A teachers' questionnaire (see Appendix B) was developed for inclusion in each classroom set of 'Out and About' materials. Recipient teachers were asked to complete the questionnaire and return it in the reply paid envelope to the Federal Office of Road Safety in Canberra.

The returned questionnaires were then forwarded to AXIA for analysis and reporting. A total of 368 completed questionnaires had been returned by the close-off time of 30th December 1986 and these were processed for analysis.

The sample of 368 was made up of the following proportion of teachers in each state/territory:

New South Wales	(118)	32%
Western Australia	(77)	21%
Victoria	(55)	15%
Queensland	(42)	11%
South Australia	(41)	11%
A.C.T.	(16)	4%
Northern Territory	(10)	3%
Tasmania	(9)	2%

The responding teachers described the ages of their pupils in a manner slightly different to that laid out in the pre-coded questionnaire, necessitating some judgement about the grouping of ages for analysis purposes. The proportions grouped under each pupil age group were as follows:

5-8 year olds		
(orange book)	(175)	48%
8-12 year olds		
(green book)	(149)	40%
composite/'other'	(44)	12%

About half of the teachers had taught road safety in schools 'regularly' before (using the '5' and '4' ratings on the scale of experience) and 20 percent had 'sometimes' taught it (using the rating '3'). Ten percent had never taught road safety in schools before receiving the 'Out and About' material.

In the past road safety
had been taught.....

Regularly.....(5)	(118)	32%
.....(4)	(65)	18%
Sometimes.....(3)	(108)	29%
.....(2)	(39)	11%
Never(1)	(37)	10%

Section 2

Section 2: 'Out and About' for Primary Schools - an Overview of the Research

1. Introduction

This section of the summary report highlights the conclusions reached and recommendations made with respect to the evaluation overall. It is apparent from analysis of the results of each of the three research stages that 'Out and About' is a unique and invaluable teaching resource. Furthermore, the material has clearly met the stated objectives set for it and has engendered support from teachers, parents and children alike.

2. Stage 1: Initial Evaluation of Attitudes Towards and Use of 'Out and About'

The research design was essentially qualitative, relying on an in-depth exploration of the opinions and attitudes of a small sample of teachers, parents and children. The consultants were confident that a comprehensive picture of the way in which the material was received and responded to by the people for whom it was intended was obtained. However at no stage can definitive statements be made about the real proportions of all users who feel the way these respondents did.

In spite of this reservation and recognising also that it was not the task of the research to attempt to measure behavioural change, the responses to the 'Out and About' material were consistent across all the States and Territories and all the groups involved.

Did 'Out and About' make children more aware of dangerous situations they would face as road users?

The research could not claim that awareness and knowledge came only from 'Out and About', however at least for the space of time within which the children were involved with the materials, it seems reasonable from the findings to conclude that the material helped children to sustain any previous awareness of dangerous behaviour and to fo-

cus or 'centre' on a small number of specific situations.

The focusing on specific situations with other pupils, teachers and to some extent parents seemed to have heightened the children's awareness, at least for a short time.

Did 'Out and About' encourage children to adopt safe behaviours to help them cope with these situations?

The research established that the material did meet this objective. The children surveyed reported that the rules for safe behaviour very simple and within their level of comprehension.

The exercises within the Workbooks, plus the ancillary exercises which many undertook with their classmates, provided the children with the necessary opportunities to participate in activities which would help confirm their learning. The degree of association with the animal characters also helped confirm what were safe and unsafe behaviours.

It should be noted, however, that the behaviour itself was not observed by the researchers and therefore, the consultants have not assumed that the 'Out and About' material had succeeded beyond providing encouragement.

Did 'Out and About' provide parents, teachers and children with basic or simply expressed information to assist in achieving the first two aims?

The parents who saw and read the **Parent's Guide** claimed that it presented to the reader simple, clear and comprehensive information about road safety. The material did require a front cover with greater impact in that it did not clearly state its function. That is the parents were often not aware of its association with the program the children were undertaking nor of the need for the parents

to support and confirm this program with teaching or reinforcement of their own.

The researchers made a number of recommendations for the Parents' Guide including modifications to the front cover; (these can be found in Section 3).

The Teachers' Guide achieved the stated aims. Teachers were very positive in their opinions of, and attitudes to, the Guide. Although some of the older teachers had not referred to it to any great extent, they approved of the level of thought which had obviously gone into its production. Younger teachers found it particularly helpful and used a number of the exercises suggested.

Those who had not really read the Guide before introducing the Workbooks to their pupils but had subsequently read the Teachers' Guide, were disappointed that they had not been thorough enough in their early examination of it. Consequently the researchers recommended that the 'Out and About' materials include a short separate note to teachers urging them to read the Guide.

Overall the children's Workbooks achieved their stated aims but the research did suggest a number of changes which they believed would improve the material. These included: the inclusion of a greater number of activities, larger print in the word bubbles, making illustrations discrete or providing heavy borders to separate one from another and providing more space for writing in the 8-11 year old's Workbook.

3. Stage 2: Post Evaluation Research

This post-evaluation research had two major objectives:

- * to discover whether 'Out and About' was recalled by the children or had any claims of longevity at all
- * to check any continuing use of 'Out and About' by the teachers involved in the first evaluation

It was clear that the 'Out and About' 'Team', their characters and the safe and unsafe behaviour in which they indulged, were very well remembered by the children. Whilst most of the concepts therein reiterated earlier-learned road safety rules, a small number remembered those rules through recalling the 'Team' members and their actions.

There was no confusion in the minds of the pupils as to which of the animals' behaviour was safe and which was unsafe conduct.

Only one or two of the teachers had continued to use 'Out and About' after the first evaluation. One had 'saved' the bicycle section to use just prior to visiting the Bicycle Safety School. All of the teachers planned to reintroduce the Workbooks and/or the concepts to their pupils immediately before the long summer holiday, which they saw as a high-risk season for the children. Further, all of the teachers said that they would use the material in future years and all had kept the Teachers' Guide to facilitate this. If there were to be no childrens' Workbooks available, the teachers planned to photocopy pages from copies which they had carefully filed away.

Based on the information gathered in this second research stage, the consultants concluded that:

- 'Out and About' had some longevity in that the pupils who had used the materials needed little or no prompting to accurately remember much of the contents of the Workbooks.
- the teachers saw long-term value in the materials and planned to use it again in future years. They felt that the material had some long-term value in helping towards instilling sensible road use behaviour in children.

4. Stage 3: Analysis of Returns of Teachers' Questionnaires

We can only speculate about the attitudes of those teachers who did not return their questionnaires towards the 'Out and About' program. However those 368 teachers who did complete and return the Teachers' Questionnaires were particularly favourably disposed towards the program and most considered they would re-use it.

Given that most of the responding teachers had utilised a significant proportion of the Childrens' Workbooks, as well as taking advantage of the Teachers' Guide, it was possible to conclude that their comments about the program were based on 'hands on' experience rather than a cursory glance at the material. With this in mind, it can be said that the high ratings given by those teachers to the various components of the program were a relatively true reflection of the real attitudes of these teachers.

The efficient delivery of the 'Out and About' material to the schools undoubtedly encouraged its use. Further, 'Out and About' contained most of the materials required by teachers in their day-to-day teaching situations. In addition, the program was ready for teachers to use and the children, according to the teachers, enjoyed it. All these factors contributed significantly to the program's widespread use either as a separate subject or integrated with other subjects.

Many teachers suggested changes or improvement to 'Out and About'. These however were not of a 'structural' nature, rather they were mainly related to the teachers' desire for additional materials and activities. The teachers had obviously compared the elements of 'Out and About' with other resource materials they were using and foresaw the possibility of incorporating some of these types of activities in the program.

It was possible to conclude therefore that 'Out and About' is of a standard and format that teachers are currently used to, and has the potential to be extended, by incorporating other activities and materials into it.

Section 3

Stage 1: Initial Evaluation of Attitudes Towards and Use of 'Out and About'

1. Introduction

Section 1 details the size and structure of the sample included in this stage of the research, as well as documenting the methodologies adopted during the research period. This section of the report outlines the key findings to emerge from the initial research phase.

2. Teachers' Attitudes Towards the 'Out and About' Material

Factors considered when deciding to use the materials

Few teachers had actively sought out the 'Out and About' material; those whose attention had been drawn by others decided to use it because they considered the children's Workbooks to be interesting and useful in a number of ways. In most cases, following a somewhat cursory inspection of the resource, the standard of the material coupled with the fact that there had been little else of a similar nature available had been the prompts to use.

Perceived aims of the material

Teachers of both younger and older children believed the main aims were to:

- * increase children's awareness of the road safety rules
- * make the children more conscious of the need for caution and alertness
- * engender a feeling of responsibility on the part of children as road users and to see their actions from the point of view of others

- * instruct older children on bike safety

Opinion of the children's material

Overall the 'Out and About' material elicited a favourable response from teachers. Although this favourable response could be partially explained by the previous paucity of available material, most was generated because of the way in which the material itself was presented and the interested response to it on the part of the children.

The teachers felt the Children's Workbooks were interesting to most of the children for whom they were intended. Some concern was expressed however with regard to 5 year olds who were non-readers and the 11 or 12 year olds who could be beyond the level of readability pitched by the Workbook.

Many of the teachers of 5-7 year olds thought the popularity of the material with the children was increased by the ownership of a Workbook by each child and by the use of the Team Members. Children were believed to 'relate well' to the animals especially since they were Australian and endangered species.

Generally teachers felt that the material was very clearly presented needing little in the way of revision. One criticism that arose amongst teachers of 5-7 year olds was that the print was too small for the youngest of the pupils who were learning to read.

The 'Out and About' material was perceived to have a number of distinct advantages, these being:

- * the fact that each child owned a book

- * the activities were generally simple and easy to understand
- * the Workbooks were carefully laid out
- * the material provided teachers with an easy method of teaching something important

There were few major criticisms of the layout and presentation of the Childrens' Workbooks. The criticisms which were common to both Workbooks were:

- * the lines provided for written answers were too close together
- * the poor delineation between some of the illustrations which lead to confusion as to where one started and the other finished
- * the poor perspective on some illustrations
- * the cluttered appearance of some pages
- * the heavy background in some illustrations which made the drawing or colouring in exercises difficult
- * the small print in the 'bubbles' which made reading difficult for some of the younger children

Attitudes to the Teacher's Guide

Most teachers had read or used the Guide to some extent and without exception the Guide was seen as extremely well thought out, and for some it was very useful.

Most teachers said they appreciated the way in which the aims, objectives, concepts and activities had been developed and laid out. There were few criticisms and although few of the teachers had used a large number of the activities suggested, they were nevertheless appreciative of the range and selection.

The Guide was considered to be comprehensible, well laid out and easy to use. Few had bothered to use the index since the colour coding had made it clear just which pages were relevant to the age group they were teaching.

Future use of the 'Out and About' program

All of the teachers indicated that they would be happy to use the material again, even without any revision. In most cases this was because it was quite unique for classroom material, since the whole 'kit' was ready to use, complete with Teacher's Guide to help them use it.

More importantly all teachers strongly felt that road safety should be (and was, for many) an integral part of any curriculum and that the 'Out and About' material was most useful, comprehensible and suitable for the children whom they taught. The few improvements which they were able to suggest would render it even more so.

3. Children's Attitudes Towards 'Out and About'

Recognition of and attitudes to the Team Members

The extent to which the children could recognise the individual team members and comment on their personalities

was greatly dependant upon the degree of emphasis their teachers placed on the characters. In most instances it appeared that the teachers had utilised the team members as proposed in the material, hence recognition by the children of each of the characters was generally very high.

Children of all ages were overwhelmingly favourably disposed to the team members. They felt that the inclusion of animals rather than humans enhanced the memorability of the road safety information and made the learning process more interesting. Most children were easily able to describe the 'personalities' of the team members and appreciated their appearance as well.

The characters made the children laugh yet they were easily able to distinguish between the 'good' and the 'bad' who acted unwisely in the team. Furthermore children likened the characters to their classmates or playmates in that they were recognised to have decidedly human traits.

Features recalled from the 'Out and About' Workbooks

Although it was difficult to discriminate between what the children had learnt prior to 'Out and About's' introduction and what had been learnt as a result of its implementation, the research results have indicated that recall of particular features of the Workbooks was high.

Amongst 5-7 year olds recall centred primarily on **pedestrian safety**, for example:

- * the need to look and listen
before crossing the road

- * the need to enlist the aid of an adult to retrieve toys from the road or when crossing where there are no specially marked crossings

These younger children also recalled those sections of their workbooks which dealt with **passenger safety in cars**, viz:

- * the need to wear a seatbelt at all times
- * the importance of not distracting the driver

Recall of activities and information relating to **bike safety** was minimal amongst these children.

As was the case with 5-7 year olds, the primary points of recall from the Workbook amongst 8-11 year olds related to **pedestrian safety**. However older children tended to be far more aware of specific road safety details than were their younger counterparts. For example, 8-11 year olds were familiar with the:

- * required behaviour with respect to the use of traffic lights
- * need to wear brightly coloured clothing on certain occasions
- * procedure required when crossing the road at different locations such as on hills, corners, where there were no lights

Older children were also extremely familiar with the section of their workbook which dealt with **bike safety**.

Most children had bikes and they were extremely interested in those pages.

Passenger safety in cars and on public transport also had a high degree of recall amongst 8-11 year olds. Their awareness went beyond the wearing of seatbelts and included the importance of keeping quiet, not distracting the driver and keeping all limbs inside the vehicle.

Attitudes towards 'Out and About'

On the whole, children of all ages were extremely positive towards the 'Out and About' program generally and the workbooks in particular. The program aroused their interest, taught them new things and entertained them.

The children enjoyed the exercises in their workbooks but it was evident particularly amongst 8-11 year olds that more stimulating activities would be preferred. Indeed criticism was more forthcoming from 8-11 year olds who tended to be more discriminatory than their younger counterparts.

The children responded enthusiastically to the stickers of the team members. Whilst some displayed them in their workbooks, others had stuck them on school bags or on windows or cupboards at home.

Involvement of parents in 'Out and About'

Very few children across all age groups had discussed or shown their workbooks to their parents. In terms of the Parent's Guide whilst many children had been issued with it, the extent to which it had been given to parents or for that matter discussed with them varied considerably. Most children appeared to have handed the Guide over without taking the matter any further. Some children knew that the Guide had been read and put in a 'safe

place' by their parents, while others were not at all sure what had become of it.

4. Parents' Attitudes Towards the 'Out and About' Material

Parents' view of the Children's Workbook

Less than half of the parents of 5-7 year olds had seen their children's 'Out and About' Workbooks and even fewer parents of 8-11 year olds had actually seen their children's Workbooks.

Quite a large proportion of parents of 5-7 year olds had said that their children had talked about 'Out and About' but older children had apparently not discussed the material with their parents. However, many parents did claim that they had noticed their children were 'talking more' about road safety. Indeed, some parents of 5-7 year olds reported that their children were beginning to tell their parents that they were not acting in accordance with the road safety rules.

Even though most parents had had little time to assess the Workbooks used by their children, most were of the opinion that the material was good and suitable for their offspring. It was the widely held view that the Workbooks were 'fun' and that the activities would be enjoyed by the children and thus make learning much easier for them.

Amongst parents of 5-7 year olds, the most useful elements of the children's material were considered to be:

- * individual ownership of a book
- * use of the Team

- * specific content (eg. wearing yellow clothing in dull conditions, emphasis on safe play)

By contrast, parents of 8-11 year olds felt that the most useful elements of the material were the:

- * section on bicycles
- * section on crossing the road
- * inclusion of exercises

Apart from the comment made by parents of children at country schools that the content of the workbooks was much more relevant to urban children than their own, few parents could suggest any improvements to the children's material.

Attitudes towards the Parents' Guide

Most parents claimed to have seen the Parents' Guide but most were unable to say exactly what had happened to it.

Parents saw the aims of the Guide to be to:

- * reduce the number of road accidents among children
- * ensure that what was being taught at home reflected what was taught at school
- * refresh parents' memories with regard to essential road safety procedures
- * make parents aware of what was being taught in schools

- * gain support for teachers in their efforts to reinforce the lessons learnt at an early age.

The majority of parents were complimentary about the content of the Parents' Guide. It was simple and informative, covering most aspects of road safety. Parents of 8-11 year olds were particularly interested in:

- * the section on bicycles
- * the discussion on seat belts.

Whilst the Guide was not considered 'boring' since the text was broken up with the illustrations and the print style made it easy to read, a small number of parents of 5-7 year olds complained that it was too lengthy and that the amount of reading 'put them off'.

Very few parents felt inclined or able to suggest any improvements to the Guide, but it was apparent that many believed it should make a forceful initial statement - that it should have ~~more~~ **immediate impact**. It was believed that this would ensure that upon receipt of the Guide, parents would recognise its importance and its association with what their children were doing at school and be impelled to read it.

Section 4

Stage 2: Post Evaluation Research

1. Introduction

In Section 1 the details of the size and structure of the samples for Stage 2 of the research are well documented, as are the methodologies which were adopted.

This section of the report highlights the key findings to emerge from Stage 2 of the project, that is, the second visit to the schools involved in the study.

2. The Teachers

The teachers' attitudes towards the 'Out and About' program post trial

The eight teachers spoken to in this research felt, in retrospect, that the 'Out and About' resource was a very worthwhile tool to aid in teaching road safety to their pupils. Although only one or two had actively used the material in the class-room since the initial visit by the Consultant, all claimed that they intended to re-introduce the Workbooks or the concepts at the end of the final term when the children were entering the 'high risk' school holiday phase.

The teachers' attitudes towards the Team Members and their usefulness

The teachers appeared to believe that the Team Members would act as a mnemonic, making the children's recall of the road safety rules much easier. The Team was seen as a major advantage for 'Out and About' since the animals stimulated a great deal of interest and were such that the children easily identified with them. What little unprompted discussion about 'Out and About' the children had indulged in once the activities had been completed had, according to the teachers, generally centred around the characters.

Likelihood of using 'Out and About' again

The teachers had little to add to their earlier critique of 'Out and About'. In hindsight, they appeared to have maintained a high level of enthusiasm for the material, notwithstanding their beliefs about the need to reduce the number of animals and to make the Workbooks 'less babyish'.

All the teachers claimed that they would use 'Out and About' again: indeed all had kept the Teachers' Guide and most had a copy of the Children's Workbook from which photocopies of the material could be made if necessary.

When using the material again, most intended to 'put more work into it' and to more thoroughly plan both Workbook and extra activities.

3. The 5-7 Year Old Children

Recall of 'Out and About'

Spontaneous recall of 'Out and About' was excellent: both the animals and their behaviour were introduced by the children as soon as the topic of road safety was mentioned.

The animals were all remembered and their characters known by the children. Further, the children were aware of which behaviour had been safe and which had been unsafe, mentioning Koala on his skateboard and Bilby on her skates as being 'unsafe'.

Activities which had the most impact

The exercises most often discussed and with most impact on the children seemed to have been:

- * drawing their house, recording their telephone number
- * drawing themselves in a yellow raincoat
- * drawing themselves crossing the road with the Team
- * drawing themselves and their family in a car with seat belts on.

Recall of the road safety concepts presented in 'Out and About'

The rules for safe behaviour outlined in the 'Out and About' Workbook which were remembered by the children were:

- * look left and right and listen before crossing the road, continue to look and listen as you cross
- * cross at pedestrian crossings
- * where not to cross the road (eg at a curve, on a hill, out from between parked cars)
- * safe places to play (eg in the park, at school, in the backyard)
- * when a passenger in a car, wear a seat belt and do not distract the car driver
- * wear light or bright clothes on dull or wet days

4. The 8-11 Year Old Children

Recall of 'Out and About'

Without prompting, these children easily recalled the 'Out and About' program.

The animals were all remembered as were their characters and the individual behaviour of most of them. The positive and negative relationships between these individual behaviours and safe road use behaviour were also recognised and outlined by the children during the group discussions.

Recall of the road safety concepts presented in 'Out and About'

Rules for safe behaviour outlined in the older children's Workbook which were spontaneously recalled, included:

- * safe places to cross, looking and listening before crossing
- * some unsafe places to cross
- * walking where there is no footpath
- * wearing light or bright clothing for dull or wet days
- * safe places to play
- * good passenger behaviour
- * bicycle equipment checks and clothing for cycling.

The children were particularly interested in the section in the Workbook which dealt with bicycle safety and main-

Section 5

Stage 3: Analysis of Returns of Teachers' Questionnaires

1. Introduction

The size and the structure of the sample of responding teachers whose questionnaires were analysed in this third stage of the project is documented in Section 1 of this report. To summarise however, this final section of the report highlights the key findings from the analysis of 368 teachers' questionnaires. The questionnaires were those included in the 'Out and About' Kit and returned by participating teachers. (See Appendix B)

2. Source of 'Out and About' Material

Most teachers did not have to go out of their way to obtain 'Out and About' as the material had been delivered to their school.

Road Safety consultants were also a source of supply, but only 9 per cent of responding teachers received material from this source.

3. Proportion of 'Out and About' Material Used and How Used

All elements of the 'Out and About' material were used extensively by the teachers. Over nine out of ten teachers had used the Teachers' Guide, the Children's Workbook and the stickers and approximately eight in ten had utilised the Parents' Guide.

At the time of completing and returning the teachers' questionnaire, just over half of all teachers had used more than half of the Teachers' Guide and one third had used half of it. Only three per cent had not used the Teachers' Guide at all.

Approximately 90 per cent of teachers had used more than half of the Children's Workbooks and most of these had used 'all of it'.

The 'Out and About' materials were used by over half of all teachers in lessons which were treated as a 'separate subject': one third had used the material as 'part of a theme'. The majority of teachers felt that 'Out and About' was 'very easy' to use in the classroom.

4. Attitudes Towards 'Out and About'

According to the teachers, the students reacted enthusiastically to 'Out and About'. Fifty seven per cent claimed their students were 'very enthusiastic' and 36 per cent gave a rating of (4) on the five-point scale.

Ratings on all elements which make up the 'Out and About' materials were measured by means of a five-point scale. Scores were achieved by summing and averaging the given ratings. For each element the possible average 'score' was +5.0. For each element the average score over the total sample was always above +4.0.

The average score for each element across the total sample was as follows:

* Stickers	4.6
* Aims, objectives and concepts in the Teachers' Guide	4.5
* Packaging	4.4
* Teachers' Guide	4.3
* Students' Workbook	4.3
* Title	4.3
* Illustrations	4.3
* Activities in Teachers' Guide	4.3
* Parents' Leaflet	4.2
* Activities in Students' Workbook	4.2

About one quarter of responding teachers made general positive comments in an open-ended question designed to collect additional attitudes and suggestions for improvements to the 'Out and About' material. The main general positive comments made were as follows:

- * excellent self-contained resource
- * children and teachers enjoyed it
- * want more books.

The main general negative comments made related to the age-specific ability of the material for the children taught, such as:

- * booklets too young for 6-7,
10-12 year olds
- * little advanced for kindergarten

Suggestions as to how the 'Out and About' material could be improved were forthcoming from some teachers. The main suggested improvements were as follows:

- * more puzzles/word puzzles in
Children's Workbooks
- * large posters
- * include games/board, fold-out games/
felt stickers for talks
- * supply one set of stickers per book
- * more practical activities in Children's
Workbooks
- * a video or film of actual situations

Almost all teachers stated that they would use 'Out and About' again in the future: indeed almost three quarters said they would 'definitely' use the material again.

Appendix A

The Topic Guides from Stage 1 and Stage 2

Stage 1

TOPIC GUIDE

TEACHERS

- O How much road safety/FORS material had been used in past? - Attitudes to material taught in past?
- O How did they come to get the "Out and About" material?
- O How easily did they come by it, if not automatically provided by their school?
- O Did they have any choice as to whether or not they used it?

If so,

- O What factors did they consider when deciding to use it?
- O What aims did they believe the material was designed to fulfil?
- O Opinion of the materials used by pupils/parents (open-ended and probed)?
 - usefulness
 - clarity
 - suitability for age group
 - readability
 - level of comprehension required for appropriate age group
 - layout
 - usefulness of illustrations/text mix
 - ideal mix suggestions
- O What particular advantages did the material have? (Especially for the age group involved)
- O What advantages would it have with regard to other people, especially close others of their pupils?
- O Any disadvantages at all?

- O What was the reaction of the pupils to the materials?
- O How, exactly, was it used?
- O What exercises or ancillary methods, if any, were used?
- O What problems were experienced in using the material?
 - by teachers
 - by pupils.
- O Any feedback from pupils/parents after the materials used?
- O Any suggestions for improvement (open-ended and probed) in the:-
 - content of materials
 - execution of materials
 - recommended application
- O Opinion of the Teachers' Guide (Open-ended and probed)
 - usefulness
 - clarity
 - ease of comprehension
 - layout of guide
 - indexing
 - language used
- O Willingness to use again, with reasons?
- O Descriptive data - class age/size/lesson type used in, etc?

Stage 1

TOPIC GUIDE

CHILDREN

- O Who remembers the Book(s)? (Show Books)
- O What are the names of the "Team" members?
- O Did they all like the team members?
- O What did they remember about what was said in the book?
- O What was the most important thing they learnt from the book?

What did the booklet tell them about the following?

- O What did they have to do if they were walking to or from school or the local shop?
 - when they cross the road?
 - when the weather was wet or dull?
- O Whereabouts did they cross the road?
- O What did a red person mean?
- O What did a green person mean?
- O Did all the crossings have lights?
- O What else did some crossings have?
- O What places are unsafe for crossing the road?
- O What are the safe places to play?
- O Where was it unsafe to play?
- O Did they ride bikes?
- O What special things had to be remembered about riding bikes?
- O What to do when going in the car?

Did they enjoy using the Road Safety Book?

- Why?
- Why not?
- O Did they understand it all?
- O What didn't they understand?
- O Did they do all the drawings and colouring-in?
- O What did they enjoy most?
- O What did they enjoy least?
- O Where was the book - or what did they do with it?
- O Did they take home the Parents' Guide and give it to their parents?
- O Did the parents read it?
- O Did they talk about it much to their parents? - or about their own book?
- O Did they show their own book to their parents?

Stage 1
TOPIC GUIDE

PARENT

General

- General discussion about attitudes to childrens' road safety? Where do children learn road safety?
- Any actions taken in past, with regard to road safety education?
- Had they seen the Parents' Guide?
- Had they read the Parents' Guide?
 - Why?
 - Why not?
- What could they remember about it?
- Had their child(ren) discussed:-
 1. The parents' material?
 2. Their own lesson and material?
 - What had been said -
parent/own material?

Children's Material

- What was the view of the parents with regard to lessons of such kind for the children at school?
 - reasons for parents' views?
- What did the parents see to be the aims of the children's material taught?
- Did the children appear to be more safety conscious after using the material?
 - If so, in what way(s)?
- Did the parents see the children's materials at all?

Expose Material

- O What was their opinion of it?
- O What suggestions for improving it could they make?
 - Content?
 - Execution?
 - Application?
- O What aspects of the material used by their children did the parents believe to be:
 - most useful?
 - least useful?

Expose Parents' Guide

- O What were their general opinions on the Parents' Guide for:
 - Content
 - Execution (with reasons)
- O Specifically, what were their opinions of the Parents' Guide on:-
 - usefulness
 - clarity
 - comprehension level
 - layout
 - language
 - illustrations
 - (all with reasons)
- O What did the parents see as the aims of the Parents' Guide?
- O Any perceived changes in own attitudes to childrens road safety after reading the materials? If so, in what way(s)?
- O How informative did they believe the Parents' Guide was?

- O What improvements could be made in:
 - content
 - execution?
- O Demographic and descriptive information.

Stage 2

TOPIC GUIDE

TEACHERS

Recap : Class size
Age of pupils
How came to use 'Out and About' - factors considered
Lesson type 'Out and About' used with and activities engaged in

Q. Have they used 'Out and About' since our last visit?
Why? Why Not? (Did they intend to?)

Q. What else did they do with 'Out and About'?

Q. Has any other road safety been taught by them, since and apart from 'Out and About'

- What, Why did they use/teach?

Q. Looking back

1. What do the children remember about 'Out and About'? if anything ...? What?

2. Do the children ever talk about 'Out and About' spontaneously or in regard to their schoolwork?

- What do they say?

- How useful is it that they remember 'Out and About'?

3. How many have kept their books?

- Do they refer to it at all? When?

4. In hindsight, what do they think of 'Out and About' as a road safety kit for their pupils?

5. What improvement could they suggest now?

6. How much of the good and bad behaviour of the team members is remembered or taken as an example, by the children, in teacher's estimation?

7. Had they kept/examined the Teachers' Guide at all - Why, Why not?

8. Would they use more of the Teachers' Guide if they used the material again? - Why, Why not?
9. What was their overall opinion of the Teachers' Guide? (in hindsight)
10. What plans, if any, do they have for using the material again? - Why? Why not?
11. How will they use it next time?
12. What advantages to they think the material will have for the future lessons?
13. What disadvantages would it have?
14. Any further comments on the longevity of the 'Out and About' material? Any recommendations to make to the FORS?

Appendix B

The Teachers' Questionnaire

Out and About
Road Safety Program for Primary Children

TEACHERS' QUESTIONNAIRE

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

The 'Out and About' program 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 an early reply.

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

Use a separate questionnaire for each year level you taught. The Federal Office of Road Safety can provide extra copies — see address below or telephone (062) 68 7420.

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

Thank you for your co-operation.

Special Projects Unit
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?		
<div>State/Territory</div> <div>NSW SA</div> <div>VIC TAS</div> <div>QLD NT</div> <div>WA ACT</div> <div>Enter the State/Territory in the box</div>		<div></div>
3. What is the age group of the children who participated in the lessons?		
<div>5-6 years 9-10 years * Remember you need to fill out one</div> <div>6-7 years 10-11 years Questionnaire per year level taught.</div> <div>8-9 years 11-12 years Enter the age group in the box</div>		<div></div>
4. Which part/s of the program did you use?		
<div>Teachers' Guide (G) Indicate all the parts used</div> <div>Students' Book (B)</div> <div>Parents' Leaflet (L)</div> <div>Stickers (S) Enter the appropriate code/s in the box/es</div>		<div><div></div><div></div><div></div><div></div></div>
5. How much of the Teachers' Guide, relevant to your age group, did you use?		
<div>Circle the appropriate number and enter it in the box</div> <div>5 4 3 2 1</div> <div>All of it About Half None</div>		<div></div>
6. How much of the students' book did you use?		
<div>Circle the appropriate number and enter it in the box</div> <div>5 4 3 2 1</div> <div>All of it About Half None</div>		<div></div>
7. How did you use the program?		
<div>Integrated with other subjects (I)</div> <div>As part of a theme (T)</div> <div>As a separate subject (S)</div> <div>Other (O) Enter the appropriate code in the box</div> <div>(please state)</div>		<div></div>

8. How easy was the program to use?		<div></div>
Circle the appropriate number and enter it in the box		
<div><div>54321</div><div>Very EasyVery Difficult</div></div>		<div></div>
9. How did the students respond to the program?		<div></div>
Circle the appropriate number and enter it in the box		
<div><div>54321</div><div>Very EnthusiasticNot Enthusiastic</div></div>		<div></div>
10. Have you taught Road Safety prior to using the 'Out and About' material?		<div></div>
Circle the appropriate number and enter it in the box		
<div><div>54321</div><div>RegularlySometimesNever</div></div>		<div></div>
11. Rate the following components of the program.		<div></div> <div></div> <div></div> <div></div> <div></div>
Teachers' Guide	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Students' Workbook	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Parents' Leaflet	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Stickers	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
12. Rate the following aspects of the Program		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Packaging	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Title	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Illustrations	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Aims, Objectives and Concepts, listed in the Teachers' Guide	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Activities in Teachers' Guide	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	
Activities in Students' Workbook	Circle the appropriate number and enter it in the box.	
	<div><div>54321</div><div>ExcellentGoodPoor</div></div>	

