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'Out and About' - A Survey of Teachers' Usage

Author(s)

Jenny Rush and Bronwen Castor

Performing Organisation (Name and Address)

AXIA
Suite 5, 683 Pittwater Road
Dee Why NSW 2099

Sponsor

Federal Office of Road Safety
GPO Box 594
CANBERRA ACT 2601

Available from

Federal Office of Road Safety
GPO Box 594
CANBERRA ACT 2601

Abstract

The Federal Office of Road Safety have produced a pre-primary and primary schools version of the road safety education resource material 'Out and About'. This report details the evaluative research undertaken amongst primary school teachers to establish the way in which the materials were used once received by schools. Use of the materials ranged from superficial to a high level of involvement where the material was seen as part of something wider and the teachers spent time thinking, collecting and organising relevant items around the 'Out and About' theme.

Keywords

Teachers, pupils, Level 1, Level 2, children, Teachers' Guide, Workbooks, Parents' Guide, theme activity, materials, outdoor, classroom, bicycle, posters.

NOTES:

- (1) FORS Research reports are disseminated in the interests of information exchange.
- (2) The views expressed are those of the author(s) and do not necessarily represent those of the Commonwealth Government.
- (3) The Federal Office of Road Safety publishes three series of research report
 - (a) reports generated as a result of research done within the FORS are published in the OR series;
 - (b) reports of research conducted by other organisations on behalf of the FORS are published in the CR series.
 - (c) reports based on analyses of FORS' statistical data bases are published in the SR series.

'Out and About'
A Survey of Teachers' Usage

A research report

prepared for:

Federal Office of Road Safety
Department of Transport and Road Safety
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Executive Summary

The sample for this study consisted of a random selection of primary schools from all States and Territories. A letter and two questionnaires were sent to the Principals of the selected schools, explaining the purpose of the research and inviting schools to participate in the project. In each school two teachers who had used the 'Out and About' material were requested to complete the questionnaires and ring a toll-free 008 number within two weeks of receipt of the survey form to give a response to the questions. Over a period of one month reminder letters were sent and telephone calls made to those schools who had not responded. Responses were received from 145 teachers and these form the basis of this report.

The respondent teachers had used the 'Out and About' materials in a number of ways: that is, the materials had been used as the basis for a road safety theme (41%), as a resource for road safety as a separate subject (35%), and as well had been integrated into other lessons (37%).

Usage of all the components was widespread ranging from 98% of teachers wholly or partly using the Children's Book to 70% total or partial use of the Parents' Guide.

Usage of the Teachers' Guide was also high at 93% total or partial use. This 93% was broken into 39% total use and 54% partial use, indicating that the majority of teachers are using it as a guide, rather than a blue-print.

Time spent on using the material ranged widely. In terms of total hours spent, time ranged from less than 3 hours, up to 12. However the percentage of teachers at the low end (10% who spent 3 hours or less) is half that of those teachers at the other extreme (20% who spent 10-12 hours) with the rest concentrated in the mid-ranges. That is, hours spent tends to be more rather than less.

This pattern is also followed when looking at the time period over which the material was presented. Teachers' use over time ranged from less than one week up to 11 weeks, again with those at the low end (3% took less than one week) far outnumbered by those at the other extreme (28% took 8-11 weeks). Thus the material's life cycle, both in time spent and total hours spent, tends to be towards heavy rather than light usage.

A wide range of preparatory activities were undertaken by teachers. These ranged from thinking of ways to actually present the materials:

- * planning themes/programs
- * integrating into other lessons/areas
- * integrating with other road safety material,

to physically making or collecting relevant things such as photos, songs, games, models, or to organising visits to the school by relevant speakers.

The main preparatory activity mentioned by respondents was reading the material, and then working out the preferred way of presenting it. The numbers of teachers collecting, doing or organising things were somewhat smaller but provided a rich view of the possibilities for 'Out and About' activities.

Teachers carried out a wide range of specific activities, from the children working on their book to excursions outside of the school.

The activities fell into eight broad categories:

- * other classroom activities:

games, songs etc	71%
working through the book	69%
discussion on specific topics	54%
outdoor activities	50%
bicycle activities	43%
general class discussion	30%
watching the video	22%
working with the posters	19%

The time spent on the various activities fell as the activities moved away from the classroom, as would be expected for most topics covered in the health/social studies area. The average time spent on the types of activities in the kit was (as a percent of total time spent):

* children's activity book	48%
* other classroom activities	30%
* schoolyard/outside school activities	22%

The outdoor activities (that is, schoolyard and outside school) accounted for 22% of the time spent, nevertheless over three quarters of teachers did include some outdoor activity. These activities were widespread and included walks, watching traffic, visits to danger spots, practicing road crossing, travelling on buses or trains, and visiting a traffic school.

A number of teachers felt that more outdoor activities would improve the efficacy of 'Out and About', since 15% said they would allocate more time to outside activities next time they used the kits.

Approximately 7 out of 10 teachers sent the Parents' Guide home to parents. However, only a small number (14%) of parents were involved in helping with classroom activities.

Responses to questions about the possibility of charging for the 'Out and About' materials suggest that this is likely to result in decreased usage. Even at \$10.00, 18% report being unlikely to purchase while at \$25.00 this rises to 66%. At \$10.00, 61% say they are very likely to buy, at \$15.00, only 36% are very likely to buy. Therefore price will be a sensitive issue and full costs recovery may not be possible if wide coverage of schools with 'Out and About' is desired.

1. Introduction

'Out and About' was developed by the Federal Office of Road Safety (FORS) after extensive research into child road safety problems and the type of resource materials of most use to teachers. Comprehensive kits of 'Out and About' materials have been made available to schools, free of charge from FORS, since February 1986.

The 'Out and About' kit consists of:

- * Pre-school materials for 4-5 year old children in a formal teaching environment
- * Level One material for 6-7 year olds or children in their second year at school
- * Level Two material for 8-9 year olds or children in their fourth year at school

Each level of material includes children's activity books and support activities, a Teachers' Handbook and Parents' Guide. A video featuring the 'Out and About' characters and developed to support the Level 1 material is also made available for schools on request.

The 'Out and About' materials were thoroughly researched during the developmental stages: this research concentrated on ensuring that the materials were suitable for the teachers, children and parents at whom they were targeted. Reports of the initial research of the pre-school and primary school kits are available from FORS (CR63 and CR66).

In the period since its development, the materials have been requested by approximately 1,500 schools, nationwide. However, little was known about the way in which the materials were used, once received by the schools.

It was of interest to FORS to explore this use, since doing so would assist in determining the contribution which 'Out and About' has made in influencing the inclusion of road safety in the school curriculum. An understanding of the end-use of the materials would also influence the future direction of the 'Out and About' campaign.

It is for this reason that a pilot study of the use of the materials was undertaken in 1988, by FORS. This provided an initial investigation of the issues to be covered by a more comprehensive investigation into the Level One and Level Two materials (ie. primary schools material), now the subject of the following report.

2. Research Objectives

The stated objective of the 'Out and About' research (1989) was to:

"elicit information from teachers on the way in which they implemented the 'Out and About' material in their classes".

This objective was arrived at after considering the following rationale:

1. Research must determine the contribution which 'Out and About' makes to the decision to include road safety in the school curriculum.
2. Research must also explore any aspects of the end-use of the material which may have bearing on the future direction of the 'Out and About' campaign

3. Research Methodology

The methodology of the pilot study undertaken by the Federal Office of Road Safety was replicated in this project. Sampling of the schools was undertaken by selecting every 3rd school from the list of 1,500 schools provided to AXIA by FORS, using a randomly selected school (the lists were numbered to facilitate this) as a start-point. Listed schools in NSW, Queensland, Victoria and South Australia had actually requested the 'Out and About' material from FORS whereas it was unknown as to whether their counterparts in the other states and territories had done this.

The following stages were included in the conduct of the main survey.

- i) A letter was sent to the Principal of each selected school, explaining the purpose of the research and requesting the school's participation in the survey.
- ii) Two questionnaires, one for each of the two levels of the 'Out and About' materials, were included in the letter to Principals. The questionnaires incorporated the questioning used in the pilot study but also included further open-ended and more in-depth questions. The questionnaires are included in Appendix A.
- iii) The Principals were asked to identify two teachers who had used the material and to request them to participate in the survey.
- iv) Participants were asked to ring a 008 toll-free number within two weeks of receipt of the survey form to give a response to the questions. An AXIA interviewer received these calls at the company's Sydney office.

- v) Those schools which had not responded within the allotted two weeks were sent a reminder letter.
- vi) After a further two weeks had elapsed, those schools where teachers had still not responded were telephoned. This sometimes necessitated up to 3 calls, but eventually all unresponsive schools were contacted at least twice, in an attempt to elicit a completed questionnaire.
- vii) Once the fieldwork time was concluded, the questionnaires were edited and post-coded for data processing. Cross tabulations were prepared, and it is on these that this report is based.

Note: The mailing of the initial letter and survey forms for the Tasmanian segment of the sample was handled by the Road Safety Division of the Tasmanian Department of Transport. This was done at the commencement of the school holidays, and very few Tasmanian teachers were able to participate in the survey.

The initial letters to all other schools were mailed by AXIA on May 1st 1989 and the final reminder calls were concluded on June 20th, 1989.

4. Summary of reminder calls

The number of post-mail reminder telephone calls necessary to contact the schools in the survey is described below:

	NO. OF CALLS MADE			No answer/ Unlisted/ Out of order	School rang 008 no need to contact	Total Schools Surveyed
	1	2	3			
NSW	67	33	-	10	37	147
VIC	41	20	3	2	16	82
QLD	20	10	-	5	5	40
SA	29	15	-	2	12	58
WA	17	6	1	1	13	38
TAS	35	13	-	2	8	58
ACT	12	4	-	2	7	25
NT	28	6	-	6	11	51
Total	249	107	4	30	109	499

5. The Sample

A total of 499 schools, each of which had been posted the 'Out and About' materials at some time since their development, comprised the sample for this survey.

After final contact with these schools the breakdown of their responses was as follows:

	Total		STATE							
	n=	(499)	NSW (147)	VIC (82)	QLD (40)	WA (38)	SA (58)	TAS (58)	ACT (25)	NT (51)
		%	%	%	%	%	%	%	%	%
Not used 'O&A' yet	37		34	29	40	21	33	55	24	57
Not received 'O&A'/DK if received	6		5	7	5	13	-	5	8	8
Teachers that had used left	3		2	2	5	8	2	2	8	2
Haven't rec'd questionnaire/ Don't know if rec'd q'naire	10		8	12	7	10	10	21	-	2
No contact made/phone not answered/ not listed/ out of order	6		7	2	12	3	3	3	8	12
Interview completed	29		37	32	23	42	28	9	48	14
Refused	10		8	15	7	3	24	5	4	6
Total	101		101	99	99	100	100	100	100	101

The final sample therefore consisted of 145 interviews, the characteristics of which are as follows:

	Total	NSW	VIC	QLD	WA	SA/NT	TAS	ACT
n=	(145)	(54)	(26)	(9)	(16)	(23)	(5)	(12)
No.	No.	No.	No.	No.	No.	No.	No.	No.
Location								
Capital city	51	4	13	1	10	8	3	12
Other urban	35	18	6	3	3	4	1	-
Country town	46	27	7	4	2	5	1	-
Rural	13	5	-	1	1	6	-	-
Type of school								
Government	115	50	20	7	10	19	2	7
Non-government	30	4	6	2	6	4	3	5
No. of classes								
1 to 5	28	7	5	-	2	11	2	1
6 to 9	35	13	6	3	4	7	-	2
10 to 12	33	16	7	-	4	4	1	1
13 to 16	23	7	3	3	4	1	-	5
17 or more	20	9	5	3	-	-	-	3
No information	6	2	-	-	2	-	2	-
No. of pupils								
1 to 50	13	2	1	1	-	8	1	-
51 to 100	13	5	2	-	2	3	1	-
101 to 200	17	7	4	2	1	3	-	-
201 to 300	34	10	10	-	4	8	-	2
301 to 400	22	10	2	2	6	-	1	1
401 to 500	17	9	1	-	1	1	-	5
over 500	17	6	5	3	-	-	-	3
No information	12	5	1	1	2	-	2	1
Year began using 'Out & About'								
1985/1986	9	3	-	-	1	4	-	1
1987	22	11	3	2	1	3	1	1
1988	60	20	11	3	6	11	3	6
1989	53	20	12	4	7	5	1	4
No information	1	-	-	-	1	-	-	-

6. The Response Rate

The response rate is important to any survey as the higher the response the more confidence one has that the survey results reflect the true situation rather than the possible biases of those who bothered to respond.

Gauging the response rate of this survey is not straightforward. As is seen from the table on page 9, not all schools in the sample could eventually be treated as relevant to the sample.

A relevant potential respondent would be defined as a school that :

- * had received the 'Out and About kit
- * had teachers at the school at the time of the survey, who had administered the kit
- * had received the survey questionnaires
- * could be contacted by telephone

The preceding table shows that in fact a large number did not fulfill these criteria.

Those schools which had not received the kit, had not used the kit (or had used but not with current teachers) or couldn't be contacted to find out where they stood were then treated as non-response schools. There was a total of 258 such schools.

The 48 schools who either hadn't received the questionnaire or had received it but had misplaced it in transit from the secretary to the Principal to the teachers, fall into an uncertain area. Some should probably be regarded as non-responses, however a proportion have been assumed to be genuine "didn't receivers".

Further, of these 48 (if they follow the same ratio as exhibited within the schools where kits were received) about half would fall in the "never received kit/never used" category.

Thus, the response rate cannot be exactly calculated but estimated between an upper and lower limit.

Upper limit

The upper limit of the response rate is if one considers the 48 "not received questionnaire" schools as invalidating those schools as part of the sample.

This gives:

Not received kit/not used kit	=	258
Not received questionnaire	=	48
<hr/>		
Total non-valid respondents	=	306
Original sample	=	499
Valid sample	=	193
<hr/>		
Total interviews	=	145
Response rate	=	75%

Lower limit

The lower limit is reached by considering the 48 "not received questionnaire" school as being non-responses.

Total non-valid responses	=	258
Original sample	=	499
Valid sample	=	241
<hr/>		
Response rate	=	60%

Most likely response rate

Taking into account that roughly 1 in 2 of the schools had not received or not used the kit, it seems reasonable to expect the 48 schools in doubt to also fall into this ratio.

Therefore if one considered half of them as being valid sample members, the estimated response rate then becomes:

Total valid sample	=	217
Total interviews	=	145
<hr/>		
Response rate	=	67%

That is, we believe that the response rate for this survey falls between 60 and 75 per cent, but is most likely around the 67 per cent mark. For a mail survey this is in fact a good response rate and we can be relatively confident that the results of this survey generally reflect the real nature of the attitudes to and use of 'Out and About'.

Further, since these results reflect results gained in earlier research work on the 'Out and About' materials, the research team is satisfied that teacher comments within this report are an indication of the general climate of opinion.

Nevertheless, although tabulations include results by a number of sub-groups, this report has been considered in the light of the total sample only. The relatively small size of the sub-groups means that differences that occur between them are likely to be a result of the sample size, rather than of real differences between groups.

Main Findings

1. Level of Materials Used by Respondents

Q.3 "Which level material did you use?"

Of the 145 respondents, Level One materials were used by seventy-six (76) teachers and Level Two, by fifty (50). As well, eighteen (18) teachers used both levels of material.

	Total Sample	
	n =	(145)
	No.	%
Total used Level 1	94	65
Total used Level 2	68	47
No information	1	1

2. Classes With Which the Materials Were Used

Q.4 "Which class did you use it with?"

Use of the 'Out and About' materials had been spread across a number of classes from prep/kindergarten to, in one case, Year 7. However, most of the teachers using the materials had been involved with Years 1, 2 or 3 and further, the majority of teachers had used 'Out and About' with more than one level. This can be seen in the table below:

	Total Sample	
	n =	(145)
	No.	%
Prep/kindergarten	18	12
Year 1	49	34
Year 2	55	38
Composite 1&2	3	2
Year 3	41	28
Year 4	25	17
Year 5	15	10
Year 6	7	5
Year 7	1	1
Composites 3&4, 5&6,	1	1
Composites 2-7, 4-7	2	1
No information	2	1

Prep/kindergarten, Year 1 and Year 2 classes used Level 1 materials predominantly (83%, 80% and 80% respectively), although some teachers reported using Level 2 or both levels with these classes.

The reverse was true for Year 4 and above, that is, teachers used Level 2 material for these classes in most cases.

For Year 3, 66% used Level 2 material and 34% used Level 1 or both levels.

3. Age of the Pupils Exposed to 'Out and About'

Q.5 "How old were most of the children in this class?"

The pupils with whom the respondent teachers had used 'Out and About' ranged from 5 years to 9 years old, according to responses on the questionnaire. Since teachers had used the material in a number of classes, it followed that they had also used it with a range of ages and again, the table below indicates this.

	Total Sample	
	(145)	
n =	No.	%
5 to 6 years	34	23
6 to 7 years	63	44
7 to 8 years	41	28
8 to 9 years	46	32
Other	6	4
No information	1	1

4. Components of the Kit Used by the Respondent Teachers

Q.6 "Which components did you use?"

The respondents were asked to record which components of the 'Out and About' materials they had used, and to what degree, that is, whether they used all or part of the Children's Book, the Teachers' Guide, the Parents' Guide and other materials.

	Whether Used and Degree of Use			
	Used all	Partly used	Didn't use	No info
	No. %	No. %	No. %	No. %
Children's Book	109 75	34 23	2 1	- -
Stickers etc.	82 57	31 21	23 16	9 6
Parents' Guide	73 50	29 20	34 23	9 6
Teachers' Guide	57 39	79 54	4 3	5 3

From the responses, it appears that the Children's Book was regarded as the central component of the kit. It was heavily used by over three out of four of the respondents, and 'partly' used by another 23 per cent. Only 2 of the 145 respondents said they did not use the Children's Book.

The Parents' Guide was apparently regarded as the most dispensable resource within the kit, with almost one-quarter of the sample not using it and 2 out of 10 only 'partly' using it. However, half of the teachers said they 'used all' of the Parents' Guide.

The Teachers' Guide was comprehensively used by 4 out of 10 of the respondents and 'partly used' by just over half (54 per cent). Only 3 per cent claimed not to have used the Teachers' Guide at all.

The use of the stickers, milk carton wraps etc. was fairly comprehensive with nearly 6 out of 10 saying that they had used all of these resources and a further 2 out of 10 'partly' using them. Only 23 teachers (16 per cent) said that they did not use the stickers or milk carton wraps at all.

However, all of the materials within the kit have been used at least partially, by 70 per cent of the teachers responding to this survey. Overall 'wastage' was restricted to around 20 per cent of the Parents' Guide, and of the stickers and wraps.

5. Manner in Which Materials Were Used

Q.7 "How did you use 'Out and About'?"

We were interested to know whether or not the teachers used 'Out and About' to teach road safety as a separate subject or whether they integrated its use into other subjects or lessons. As it turned out, the materials were used in more than one way by a number of the teachers, with nearly 4 out of 10 integrating it into other lessons, 4 out of 10 using it as part of a theme and nearly as many using 'Out and About' as a separate road safety lesson. This is shown in the following table:

	How 'Out and About' Used	
	n = (145)	
	No.	%
Integrated with other subjects	54	37
As part of a theme	60	41
As a separate subject	51	35

6. Preparation Prior to Using 'Out and About'

Q.7b) "How much preparation did you have to do, before using 'Out and About'?" (Please explain as fully as possible)

Sixty two per cent of respondents said they read through the kit prior to using it. It is possible that a number of other respondents also did this, but did not consider this as being the 'preparation' referred to in the questioning.

A number of teachers recorded quite a lot of preparatory work undertaken prior to using 'Out and About' in the classroom. Some of these other activities involved discussions with peers, a search for extra resource materials from the school library, extra preparation of lessons by making roadways, or setting discussion topics, preparing games or reward systems. Some teachers organised visits from local police or visits to local amenities or made decisions about integrating 'Out and About' into existing lessons.

These and other preparations for the use of 'Out and About' are shown below:

		Preparations for Use of 'O&A'	
		n = (145)	
		No.	%
*	tried to integrate with other road safety materials	18	12
*	selected what was appropriate from kit	14	10
*	collected milk cartons	13	9
*	gathered information from school library	12	8
*	found photos/posters/maps	9	6
*	tried to integrate with social studies/health	9	6
*	organised talk by traffic authority	9	6
*	planned a theme/program	8	6
*	prepared discussion questions	8	6
*	made roadways/models	7	5
*	found songs/cassettes	4	3
*	got paint/paper/stencils	3	2
*	prepared games/award systems	3	2
*	visited a road safety centre	3	2
*	did bike education course	2	1
*	All other preparation	15	10

Thus, there appeared to be four major areas of preparation undertaken by the respondent teachers:

- i) integration of the kit into a wider scheme of things ie. how to fit it into the classroom activities or other lessons
- ii) physical collection of other materials relevant to the planned activities
- iii) making things relevant to the planned activities
- iv) going outside the school to organise a relevant activity.

Whilst overall there was a diverse spread of pre-use preparations, the number of teachers undertaking any one of these activities is fairly small. It seems likely that a reasonable number of teachers have not gone very far beyond reading the material and this could attest to its' ability to be a useful resource even 'standing alone'. In fact, just on 1 in 4 (24 per cent) said little preparation was needed, prior to their use of 'Out and About'. Other comments were:

		Total Sample	
		(145)	
		No.	%
*	very little preparation time needed	35	24
*	easy to use/clearly specified/well set out/excellent	20	14
*	just followed Teachers' Guide	11	8
*	no prep. needed, familiar with it	6	4
*	just followed children's book	5	3

7. Period Within Which 'Out and About' was Used: Number of Hours per Week , Number of Weeks Used and How Often 'Out and About' Timetabled for Use

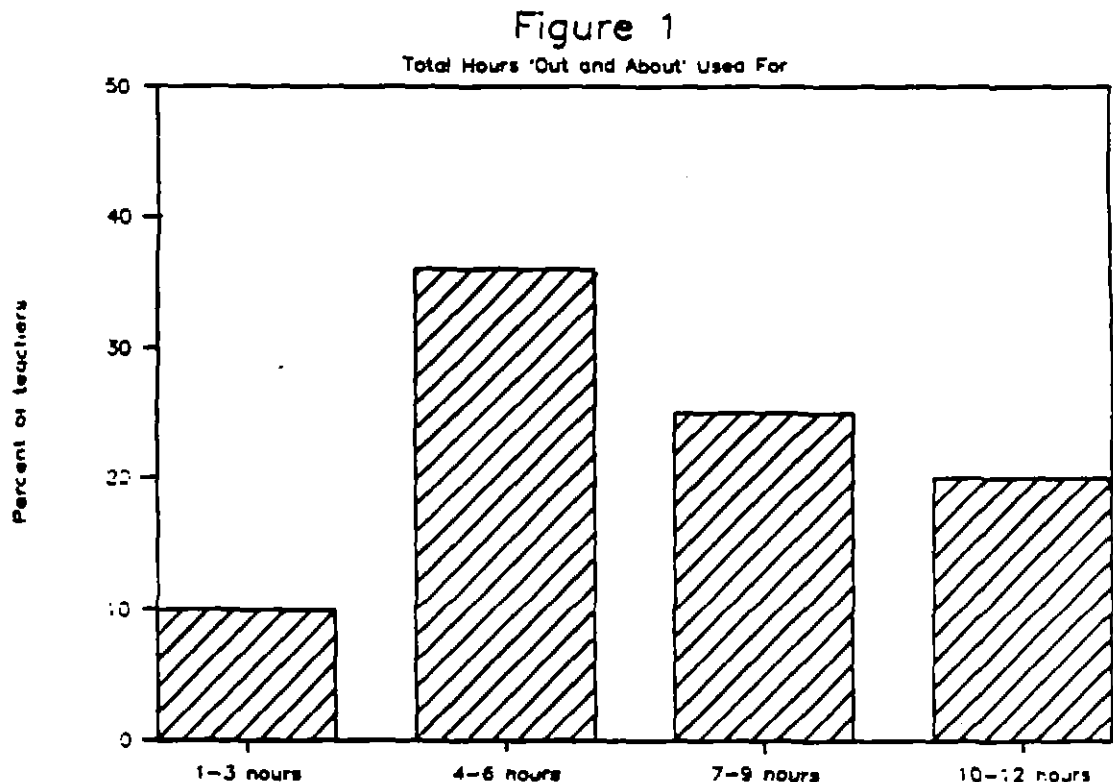
Q.8 "How many hours altogether did you use the material?"

Q.9 "Over what periods of time did you use the material?"

Q.10 "How often did you timetable to use 'Out and About'?"

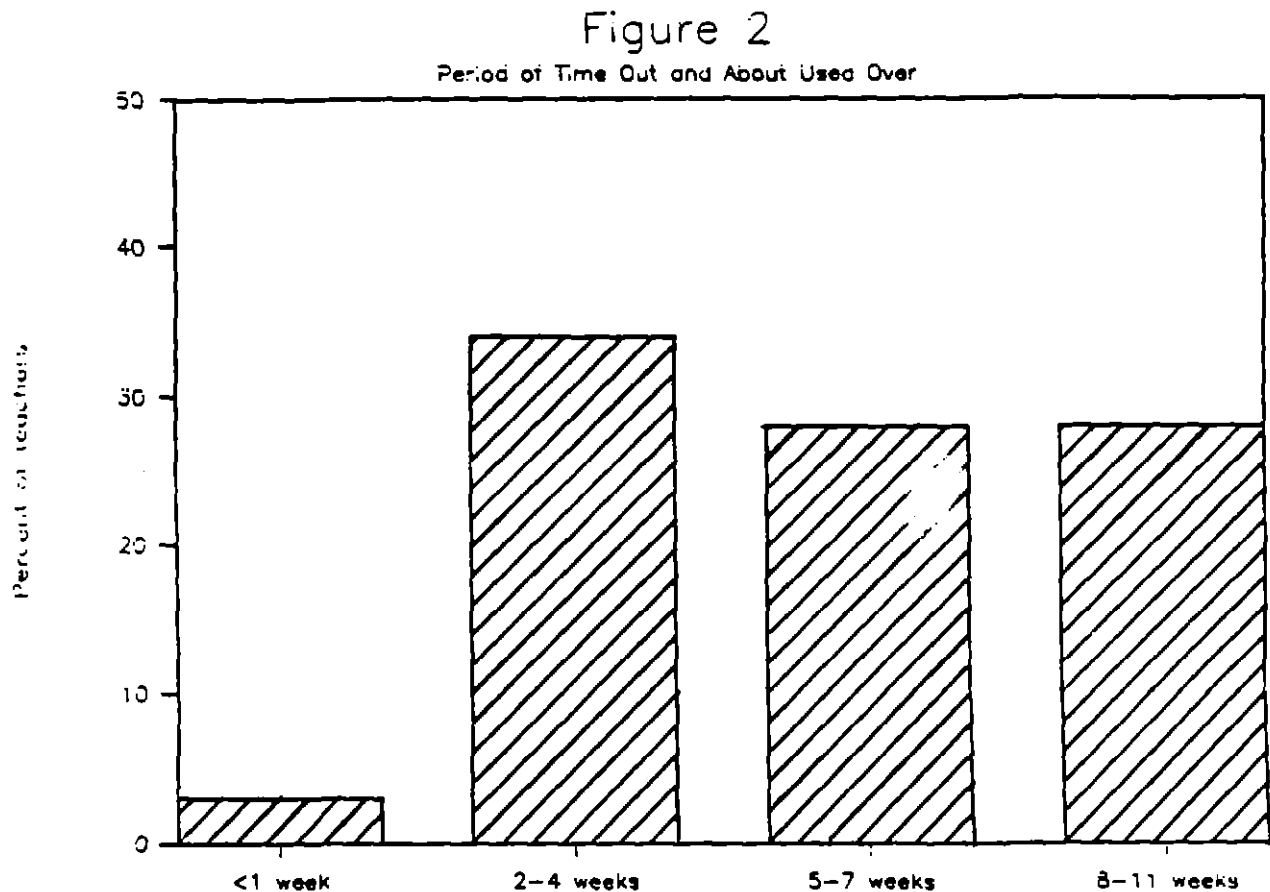
Number of hours used

Figure 1 (below) shows that whilst approximately 1 in 3 teachers used the 'Out and About' materials for 4 to 6 hours, just over 4 out of 10 (45 per cent) used the resources for longer than this. Further, there is a solid 'tail' of 20 per cent who had used the material quite extensively, that is, for 10 to 12 hours. This figure is double that of those who had used the kit very briefly (1 to 3 hours). That is, the distribution of usage by time is skewed towards concentrated rather than cursory usage.



Time periods

When asked to record the period of time over which they had used the 'Out and About' materials, just over half of the teachers indicated that use had generally been extended beyond 4 weeks. For instance, 28 per cent (41 teachers) had used 'Out and About' for between 5 and 7 weeks and a similar number, for between 8 to 11 weeks. This compares with 34 percent (50) who used it for between 2 and 4 weeks. (See Figure 2)



Timetabling

There is a clear indication that the kit was most likely to be used on a weekly basis (two thirds of the 145 used it weekly) though there was a fairly large number of teachers (23, or 16 per cent) who used 'Out and About' on a daily basis. Results of this questioning are as follows:

		Timetabling 'Out and About'	
		n = (145)	
		No.	%
*	Daily	23	16
*	Weekly	95	66
*	Fortnightly	5	3
*	Other	22	15

Some teachers had used 'Out and About' on an irregular basis, and were unable to say exactly what their use patterns had been. For instance, when integrated into other lessons, use could be several times a day in one week and then intermittent in other weeks. Thus, 22 of the 145 teachers had irregular timetables for using 'Out and About'.

Taken together, these results suggest the hypothetical 'average' user of the kit would be a teacher who used it on a weekly basis, over a 6 week period for a total of 7 hours ie. roughly one hour per week over 6 weeks.

8. The Division of Time for 'Out and About' Activities

Q.11 "The activities presented in the materials can be roughly divided into four types....when you used the materials, how did you divide the time between these activities?"

Virtually all of the teachers had used the Children's Book to some extent, but relatively few had used it to the exclusion of any other activity. In fact, for two thirds of respondents, only 50 per cent of the time had been spent on the children's workbooks, with other activities making up the remainder of the 'Out and About' road safety lessons. Conversely, only a small number of teachers (22 of 145) had spent over 70 per cent of their 'Out and About' lesson time, on using the Children's Book.

The distribution of teacher/lesson time, across workbook activity, other classroom activities and outdoor (both schoolyard and beyond) can be seen below:

Allocation of Time Spent on Various 'O&A' Activities

% of Time Spent	Children's Activity Books n = (145)		Other Classroom Activities (145)		Schoolyard Activities (145)		Outside School Activities (145)	
	No.	%	No.	%	No.	%	No.	%
Nil	1	1	3	2	30	21	50	34
1 - 10	3	2	17	12	43	30	56	39
11 - 30	36	25	73	50	65	45	35	24
31 - 50	57	39	41	28	3	2	1	1
51 - 70	26	18	7	5	1	1	-	-
70+	20	14	1	1	-	-	-	-
No info	2	1	3	2	3	2	3	2
Average time spent	48%		30%		14%		8%	

Other classroom activities took up slightly less time than did the use of the children's book. Nevertheless, quite a lot of time was spent in these alternative activities. Seventy-three of the 145 (50 per cent) teachers spent between 11 and 30 per cent of their classroom time in activities outside of the book. A further one in three engaged their students in non-book activities for more than 30 per cent of the total time spent on 'Out and About'.

Activities outside of the classroom were less often engaged in by the teachers and pupils, although just over 3 out of 4 teachers indicated that at least some time had been spent in the schoolyard on 'Out and About' associated activities. These activities had generally taken up less than 30 per cent of the total time spent in teaching road safety with 'Out and About'.

Fewer teachers again had taken their students outside of the school grounds for lessons related to the use of 'Out and About'. Nevertheless, 2 out of 3 teachers claimed to have done so, albeit for shorter periods than either classroom or schoolyard activities had enjoyed.

Given the number of hours spent in activities outside of the Children's Book, it would seem that the 'Out and About' materials are being used very efficiently by teachers as a basic resource to stimulate a variety of road safety activities. The table above has pointed to a relatively large proportion of time being spent on classroom activities related to but not involving the workbook, and to activities moving out into both the school yard and beyond.

This suggests that practical activities have become an integral part of using the 'Out and About' road safety materials. To explore this usage, an open-ended question was included in the questionnaire which asked teachers to explain in detail, exactly what activities had been undertaken. The resultant information is presented in the following pages.

9. Activities Undertaken when Using 'Out and About'

Q.12 "Could you explain exactly how you used 'Out and About'? For instance, what activities did the children undertake? Please explain as fully as possible."

The teachers responded well to this question and in many cases, enclosed as many details as possible in their reply. A comprehensively detailed tabulation of these activities is included at Table 24 (Appendix B).

However, activities could be broadly summarised in a number of main areas, for example:

		Eight Broad Activity Areas for 'O&A'	
		n = (145)	
		No.	%
1.	classroom activities (apart from the children's book	103	71
2.	working through the activities in the children's book	100	69
3.	discussion on specific topics	79	54
4.	outdoor activities	72	50
5.	bicycle activities	63	43
6.	discussion of the ideas in the book and other general discussion	43	30
7.	watching the video	32	22
8.	working with the poster	27	19

Classroom activities

Apart from working with the children's book, teachers involved their pupils in a number of other classroom activities. These included:

		Other Classroom Activities	
		n = (145)	
		No.	%
*	making/drawing things eg. yellow raincoats	30	21
*	making mock towns/traffic lights/road	27	19
*	role playing/pretending to be cars etc.	20	14
*	drama/plays/mime/poems	21	14
*	writing/listening to stories	16	11
*	using milk carton models	16	11
*	music and singing	8	6
*	picture talks	7	5

Within the classroom, but on a different perspective, 13 per cent brought relevant people in eg. police to talk to the children. Further, 18 per cent of the teachers said they integrated the road safety message with other lessons.

Outdoor activities

The most common outdoor activities were:

		Outdoor Activities	
		n = (145)	
		No.	%
*	walks/excursions	34	23
*	practicing crossing roads	29	20
*	watching traffic	18	12
*	looking at traffic signs	12	8
*	listened to traffic	8	6
*	travelled on buses/trains	7	5
*	visited local police station	9	6
*	used a car seat to discuss safety seats	5	3

Classroom discussions

Classroom discussions covered a number of aspects of road safety, but the major areas of discussion were:

		Classroom Discussions	
		n = (145)	
		No.	%
*	discussion of ideas in the workbook	41	28
*	discussion of safe places to walk/play	33	23
*	talk about traffic rules	18	12
*	discussion on seat belts/passenger safety	18	12
*	other discussions (colour/animals)	9	6

Bicycle activities

The bicycle activities recorded by the teachers were a mixture of practical work and class discussions:

		Bicycle Activities	
		n = (145)	
		No.	%
*	children brought in bikes/checked them	14	10
*	discussion of safety when riding	15	10
*	discussion of helmets	9	6
*	rode bikes/hand signals	8	6
*	other bicycle training	13	9

10. Probable Allocation of Time on 'Out and About' Activities Next Time it is Used

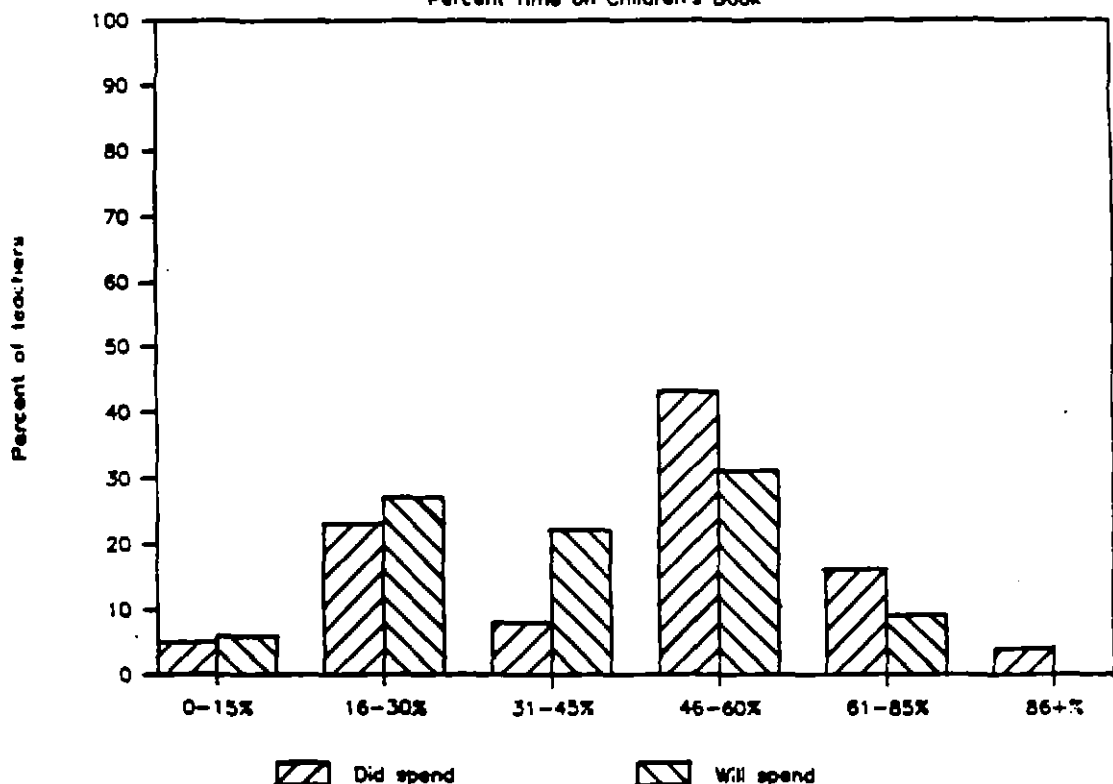
Q.13a) "If you use the materials again how will you allocate the time to be spent on each type of activity listed in Question 11?"

Teachers were asked to compare the way in which they had divided the time spent on 'Out and About' between workbook, classroom and outdoor activities, with the way in which they might utilise the materials next time they taught road safety with this resource. As the following table indicates, just on 7 out of 10 would not change the distribution of time across the activities they had undertaken, on the next occasion.

		Whether Time Allocation Would Change	
		n	%
		= (145)	
		No.	%
*	no change	100	69
*	would change time allocation	43	30
*	would not use again	2	1

Figure 3

Percent Time on Children's Book



Thus, 43 of the 145 teachers would change the manner in which they used 'Out and About' as a basis for teaching road safety. An inspection of the average time spent on last use and the planned time to be spent on the next use, for each type of activity, indicates where the changes would occur:

	Average Time Spent	Average Time Planned
* Children's Book	48.2%	41.5%
* Other classroom activities	29.6%	25.7%
* Schoolyard activities	13.6%	14.4%
* Activities outside the school	8.2%	13.6%

Figure 4

Percent of Time on Classroom Activities

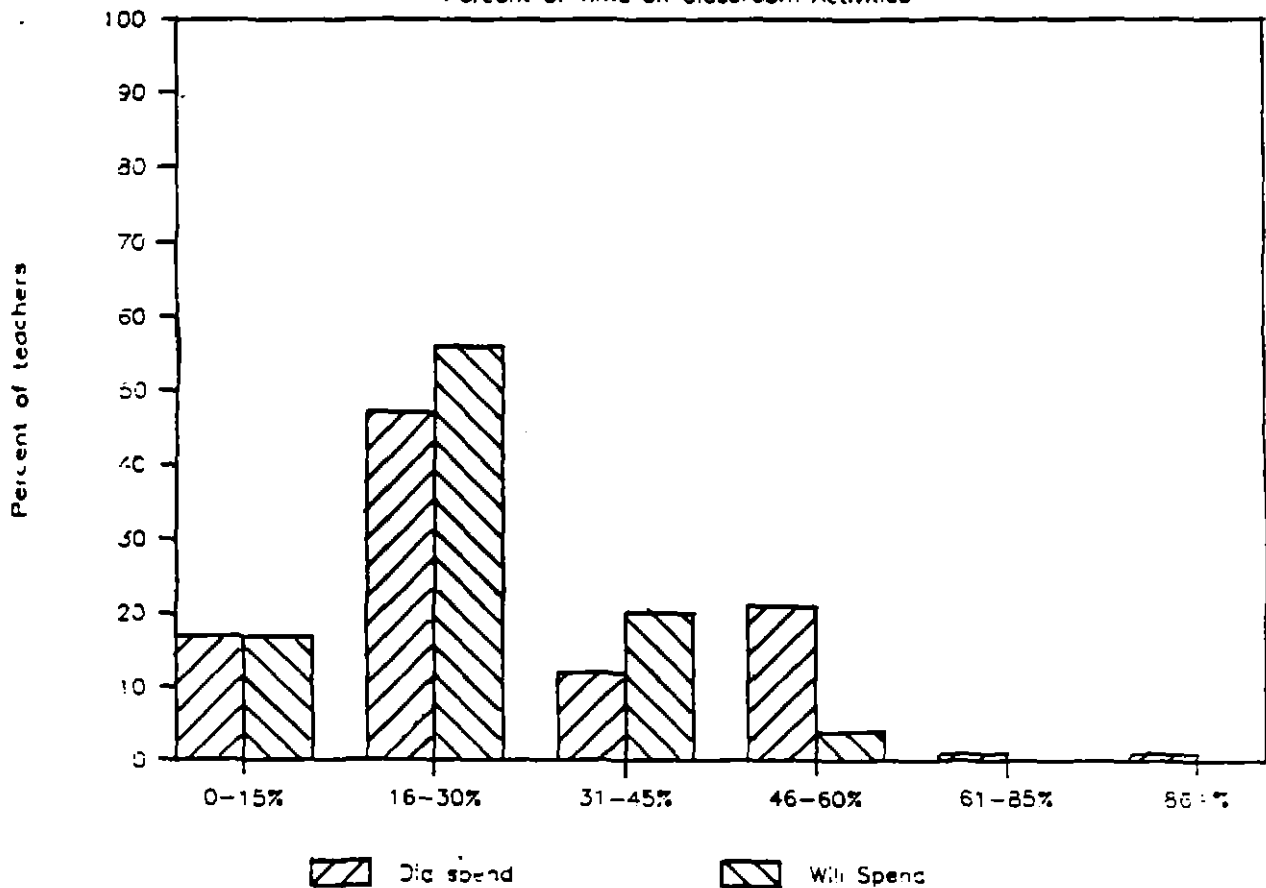


Figure 5

Percent of Time in School Yard

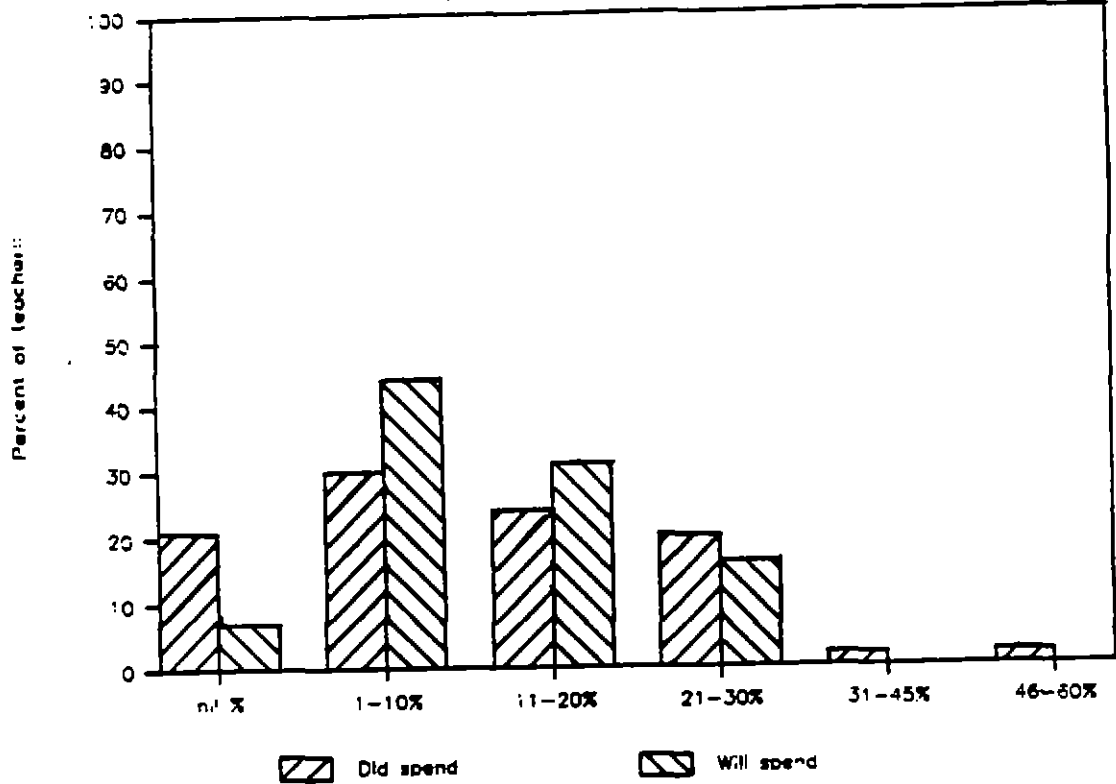
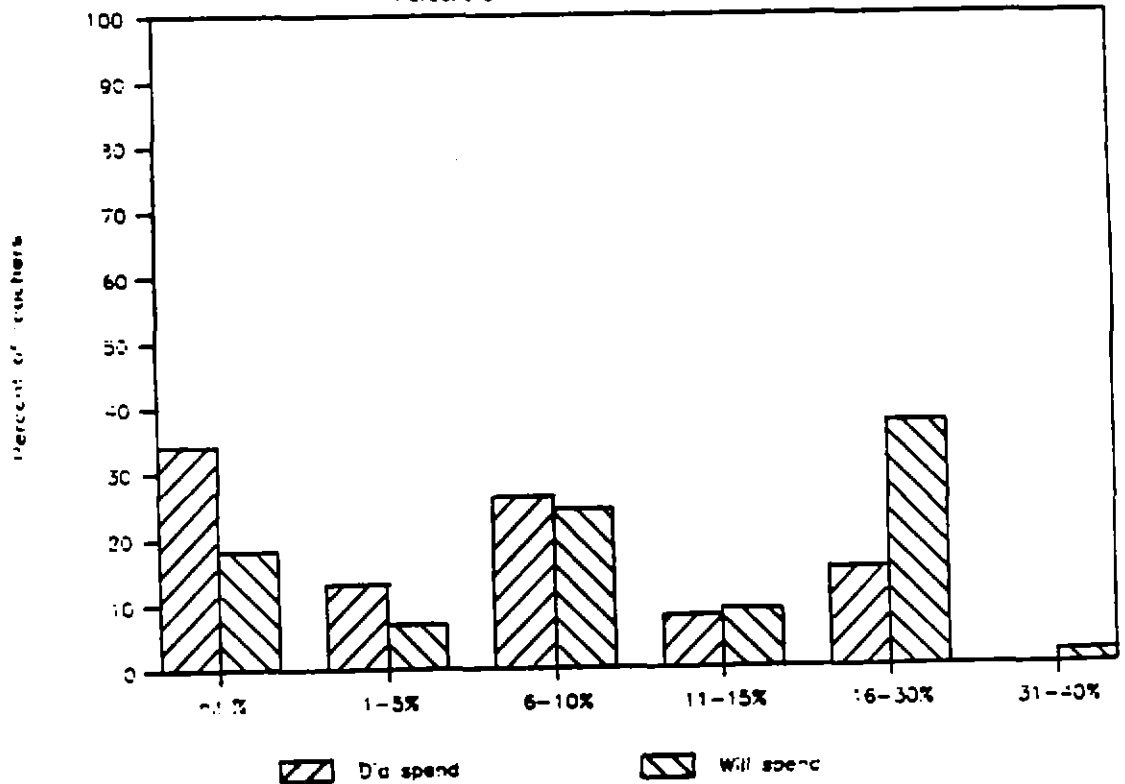


Figure 6

Percent of Time Outside School Gates



Reasons for changing the allocation of time spent

The 43 teachers who indicated a change in the way in which they would allocate their time, were asked to explain the reasons for this. The replies indicated that teachers felt that the outside practical activities were the real areas of value in which they needed to put more time.

		Reasons for Allocation Change
		n = (43)
		No.
*	would go outside for more activities	22
*	more important to go out of school grounds/see real thing	12
*	would have more time to devote	5
*	more use of workbooks	4
*	deeper/more discussions	3
*	introduce drama/role play	3
*	a set time each week	1

11. Degree of Parental Involvement

Q.14 "How did you involve parents when you used 'Out and About'?"

A Parents' Guide was an integral part of the 'Out and About' kit. It was suggested that teachers send this Guide home to parents to keep them informed of the lessons in road safety and to enlist the aid of parents to keep the lessons of 'Out and About' in front of their children outside of school hours.

Just over 7 out of 10 teachers (72 per cent) sent home the Parents' Guide and just over 1 in 7 (14 per cent) of teachers were fortunate enough to have parents helping in the classroom, as is seen below:

		Extent of Parent Involvement	
		n = (145)	
		No.	%
*	sent home Parents' Guide	105	72
*	parents helped with classroom activities	21	14
*	discussed road safety at meeting	12	8
*	parents not involved	37	26

12. Whether Teachers Would Purchase 'Out and About' and the Probable 'Ceiling' Price They Would Pay

Q.15 "At the moment 'Out and About' is distributed free of charge by the Federal Office of Road Safety. However, it may not be possible to maintain such a service. How likely is it that you would, or you would get your school to fund the purchase of 'Out and About' materials... if the primary kit, Level 1 and Level 2, with Children's Workbooks, teachers' Guide, stickers and milk wraps, was... \$10, \$15, \$20, \$25, \$30?"

The likelihood of purchase is quite price dependent: \$10 is seen as fairly acceptable, with 61 per cent 'very likely' to buy 'Out and About' at that price and a further 18 per cent being 'fairly likely' to buy at \$10, a total of likely purchasers at \$10, of 79 per cent.

At \$15, the numbers saying they would be 'very likely' to purchase the kit dropped to 36 per cent and of those saying they would be 'fairly likely' to buy, increased to 26 per cent, a total of 62 per cent of likely purchasers at \$15.

As the proposed cost of the materials rose, the interest in buying the kit dropped, as would be expected. At \$20 a kit, less than half (44 per cent) were at all likely to buy 'Out and About' and at \$25, interest was minimal. Thus, remembering that only a proportion of those who express a purchase intent will actually buy the materials, it seems that unless the sum charged is no higher than \$15, it is likely that having to purchase the kit may well discourage its use in schools.

Likelihood of Purchase of 'Out and About'

If cost	Very Likely	Fairly Likely	Not Very Likely	Not at all Likely	Don't Know	No Info
	%	%	%	%	%	%
\$10.00	61	18	8	10	1	4
\$15.00	36	26	11	20	1	7
\$20.00	20	24	18	30	1	8
\$25.00	4	21	23	43	1	9
\$30.00	3	12	22	53	1	9

13. Conclusions

Usage of the 'Out and About' material appears to range from the superficial (ie. using of the kits as a self-contained unit to be quickly worked through) to a high level of involvement where the material is seen as part of something wider and the teacher spends time thinking, collecting and organising relevant items around the 'Out and About' kits.

The data collected in this survey shows that there are a proportion of teachers spread all along this continuum of use. However the numbers at the superficial use level appear to be quite small, whilst there is a sizable number who seem to have become quite involved and put time and thought into the material's usage.

Though not specifically asked for, negative comments were very scarce throughout, and the survey generally gives a very positive view of teacher reaction and involvement.

However, full cost recovery on the materials may be a barrier to 'Out and About's introduction to schools road safety programmes and it is recommended that charges be held at a level which subsidises production costs but does not discourage teachers from purchasing it. We estimate that costs to teachers should be no more than \$15 a kit to ensure a high up-take.

Appendix A

The Questionnaire, Letters and Code Frames

**Out and About
Road Safety Program for Primary Children**

TEACHER'S QUESTIONNAIRE

(1-3)

(4)

Q.1a) In which State or Territory is your school? (5)

New South Wales..... 1
Victoria..... 2
Queensland..... 3
South Australia..... 4
Western Australia..... 5
Northern Territory..... 6
Australian Capital Territory..... 7
Tasmania..... 8

Q.1b) Is your school in a ? (6)

Capital city..... 1
Other urban area..... 2
Country town..... 3
Rural..... 4

Q.1c) And is your school ? (7)

Government..... 1
Non-government..... 2

Q.1d) What is the size of your school?
(Infants and primary schools only) (8)

Number of classes..... (9)
Number of pupils.....

Q.1e) Name of school..... (10)

Q.2 When did you begin to use the materials? (11)
Month.....

Year..... (12)

Q.3 Which Level material did you use? (13)

Level 1..... 1
(Orange)

Level 2..... 2
(Green)

Q.4 Which class did you use it with? (14)

Year level.....

Q.5 How old were most of the children in this class? (15)

5-6 years..... 1

6-7 years..... 2

7-8 years..... 3

8-9 years..... 4

Q.6 Which components did you use?

	<u>Used</u> <u>All</u>	<u>Partly</u> <u>Used</u>	<u>Didn't</u> <u>Use</u>	
* Teachers' Guide.....	1.....	2.....	3.....	(16)
Children's Book.....	1.....	2.....	3.....	(17)
Parents' Guide.....	1.....	2.....	3.....	(18)
Stickers/Milk Carton Wraps.....	1.....	2.....	3.....	(19)

* (of the section relevant to the level you taught)

Q.7a) Did you use 'Out and About'..... ? (20)

Integrated with other subjects..... 1

As part of a theme..... 2

As a separate subject..... 3

Other: (Please specify)..... 4

Q.12 Could you explain exactly how you used 'Out and About'? For instance, what activities did the children undertake? (Please explain as fully as possible)

Q.13a) If you use the materials again how will you allocate the time to be spent on each type of activity listed in Question 11?
(Use percentages)

time

a) _____ (30)

b) _____ (31)

c) _____ (32)

d) 1 (33)

Total 100%

No change from Question 11..... 1 (34)

Q.13b) If your allocation of time for future use of 'Out and About' will be different, could you explain why this is so?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Q.14 How did you involve parents when you used 'Out and About'? (36)

Parents not involved.....	1
---------------------------	---

Sent home Parents' Guides..... 2

Discussed road safety at a meeting..... 3

Parents helped with classroom
activities..... 4

Other: (Please specify) _____ 5

0.15 At the moment 'Out and About' is distributed free of charge by the Federal Office of Road Safety. However, it may not be possible to maintain such a service. How likely is it that you would, or you would get your school to fund the purchase of the 'Out and About' materials:

a) If the primary kit, Level 1 & Level 2, with Childrens' Workbooks, Teachers' Guide, stickers and milk carton wraps, was..... ?

Very Likely	Fairly Likely	Not Very Likely	Not at all Likely

\$10..... 1..... 2..... 3..... 4 (3)

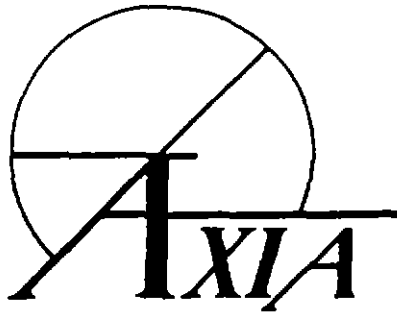
\$15..... 1..... 2..... 3..... 4 (3,

\$20..... 1..... 2..... 3..... 4 (3

125 1 2 3 4 (4

§30..... 1..... 2..... 3..... 4 (4

Thank you for completing this survey. Now, please call AXIA as soon as possible. Heidi Karlsen is waiting to take down your opinions.



April 28th 1989

Dear Principal.

At some time during the past two years, the Federal Office of Road Safety has sent to your school, a set or sets of the road safety schools kit 'Out and About'.

'Out and About' was developed after extensive research into child safety problems and the style of resource most readily used by teachers. Since an understanding of implementation issues will provide valuable direction for the future development of the schools kits, the Federal Office of Road Safety (FORS) now wishes to contact teachers who have used 'Out and About', to collect information about the manner in which the material has been used.

Your school has been randomly selected from a list of schools which have received the 'Out and About' material from FORS or from their local road safety authority. The purpose of this letter is to seek your approval to involve two of your teachers in a simple survey.

Should your approval be forthcoming, we would be grateful if you would:

identify two teachers who have used 'Out & About' with a class since 1986

- one who has used Level One (orange)
- one who has used Level Two (green)

ask each teacher to separately fill out a survey form (attached)

ask each teacher to contact, before 12 May 1989

Heidi Karlsen, AXIA, Sydney, on

(008) 28-5399 (cost of local call only)

or

(02) 959-5399 (Sydney callers only)

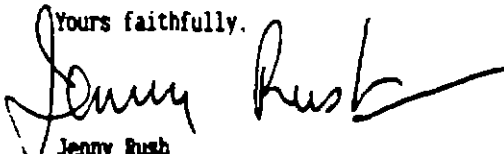
with their responses.

If we have not heard from your teachers by 12 May 1989, we will telephone to see if we can be of assistance.

In the meantime should you have any queries, or should you require further information, please do not hesitate to telephone either of the above numbers or to contact Kerry Webber at the Federal Office of Road Safety on toll free (008) 02-6345

Thank you for your cooperation and for your interest in road safety.

Yours faithfully,


Jenny Rush
Principal

Out and About
Road Safety Program for Primary Children

TEACHER'S QUESTIONNAIRE

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

The 'Out and About' road safety program for primary school children aims to alert children to the dangers they face as road users, and to encourage them to learn and practice safe behaviour.

The information you provide by completing this questionnaire will enable the Federal Office of Road Safety to assess how the material is being used by teachers and to make informed decisions about the future of the material. We would therefore appreciate an early reply.

Please fill in this form if you have used all or part of the program. Then please call Heidi Karlsen at AXIA:

(008) 25-1693
(toll free from anywhere in Australia)

(02) 959-5399
(Sydney callers)

where an interviewer will record your opinions.

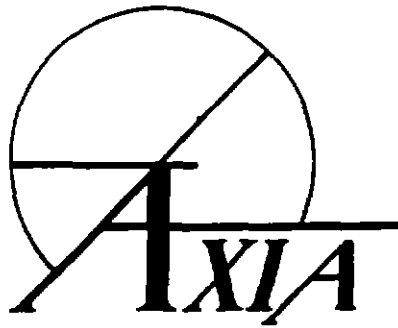
Use a separate questionnaire for each year level you taught. AXIA can provide extra copies - see address below or telephone (008) 25-1693. If you are in Sydney, call 959-5399.

Thank you for your co-operation.

Jenny Rush
Principal

Axia Social & Marketing Research
247 Pacific Highway
North Sydney NSW 2060

(02) 959-5399
(008) 25-1693



15th May 1989

Dear Principal,

Within the past fortnight you should have received mail from us containing two copies of a questionnaire and a letter to teachers, with a request that you pass these on to two teachers in your school who had used the road safety schools kit "Out and About".

We were asking teachers to complete the questionnaire and then to telephone us, by 12th May, on:

(008) 25-1693 (toll free from anywhere
in Australia)
(02) 959-5399 (Sydney callers only)

We have been made aware that our letter was received by many schools as late as last Tuesday (9th May), thus we are extending the call-in period by 8 days, to help those teachers who may not yet have had the opportunity to complete their questionnaire.

Could you please mention this to the two teachers you selected to take part in our survey, and remind them that we are looking forward to their response?

Thank you very much for your assistance to both AXIA and the Federal Office of Road Safety, in this matter.

Yours faithfully,

Jenny Rush
Principal

Out and About Road Safety Program
for Primary Children

Code frames for Teachers' Questionnaire

Ref : cfJ079

June 1989

Question No.	Col.	Row	Description
	1-3		Questionnaire number
	4		Card number
1a)	5		State/Territory
		1-8	As per questionnaire
		9	No information
1b)	6		Urban/Rural location
		1-4	As per questionnaire
		5	No information
1c)	7		Govt/non-Govt
		1-2	As per questionnaire
		3	No information
1d)	8		Number of classes
		1	1 - 2
		2	3 - 5
		3	6 - 9
		4	10 - 12
		5	13 - 16
		6	17 - 20
		7	21 or more
		8	Unsure
		9	No information
	9		Number of pupils
		1	1 - 50
		2	51 - 100
		3	101 - 200
		4	201 - 300
		5	301 - 400
		6	401 - 500
		7	Over 500
		8	Unsure
		9	No information

- 2.
- | | | |
|--|---|-----------------------|
| | | When use began |
| | 1 | Feb/March |
| | 2 | April |
| | 3 | May |
| | 4 | June/July |
| | 5 | August |
| | 6 | September |
| | 7 | October/November |
| | 8 | Other |
| | 9 | No information |
- 12
- | | |
|---|----------------|
| 1 | 1984 |
| 2 | 1985 |
| 3 | 1986 |
| 4 | 1987 |
| 5 | 1988 |
| 6 | 1989 |
| 7 | Other |
| 8 | No information |
-
- 3.
- | | |
|----|-------------------------------|
| 13 | Level of Material Used |
| 1 | Level 1 |
| 2 | Level 2 |
| 3 | Both levels |
| 4 | Other |
| 5 | No information |
-
- 4.
- | | |
|----|------------------------|
| 14 | Class used with |
| 01 | Prep/kindy |
| 02 | Year 1 |
| 03 | Year 2 |
| 04 | Composite 1 and 2 |
| 05 | Year 3 |
| 06 | Year 4 |
| 07 | Year 5 |
| 08 | Year 6 |
| 09 | Year 7 |
| 10 | Composites 3&4, 5&6 |
| 11 | Other |
| 12 | No information |
-
- 5.
- | | |
|-----|-----------------------------------|
| 15 | How old were the children? |
| 1-4 | As per questionnaire |
| 5 | Other |
| 6 | No information |
-
- 6.
- | | |
|----------|--------------------------------------|
| 16 to 18 | Components used |
| 1-3 | Teachers' Guide as per questionnaire |
| 4 | No information |
-
- 7a)
- | | |
|-----|----------------------|
| 20 | How used |
| 1-4 | As per questionnaire |
| 5 | No information |
-

7b.	21	Preparation prior to using
	01	Read the material/read through it/read Teachers' Guide
	02	Watched the video
	03	Sent home Parents' Guide
		Nett Collected Activity Materials
	04	Gathered other info from school library
	05	Found large pictures/posters/photos/maps of area
	06	Collected milk cartons
	07	Found songs/cassettes
	08	Found poems/organised plays
	09	Got paint, paper/stencils
	10	Collected road signs
		Nett Prepared Lessons/Materials/Activities
	11	Made roadways inside/outside/model streets/models
	12	Prepared games/activities/award systems with stickers
	13	Prepared discussion questions/had discussions with children
	14	Tried to integrate with other road safety materials/Bike Ed/Constable Care
	15	Tried to integrate/used with social studies/health/language/drama/learning concepts
	16	Planned a theme/series of sessions/a unit/a program
	17	Selected what was appropriate/met my requirements/tailored to meet specific needs of children/varied according to grade, composition of class
	18	Organised a talk by Traffic Authority Officers/police
	19	Visited a road safety centre/Traffic School
	20	Did Bike Ed course/teacher had in-service/prior units on bike safety
	21	Other activities/lessons/materials prepared
	22	Showed other staff/brain-stormed with teachers
		Nett General Comments
	23	No more than other lessons/20-30 mins a week/1-3 hrs
	24	Very little preparation time needed
	25	Easy to use/clearly specified/well set out/excellent
	26	Followed Teachers' Guide/Teachers' Guide very useful
	27	Followed children's activity book/children's book provided the preparation needed
	28	None needed/familiar with it/used it before
	29	All Other
	30	
	31	
	32	
	33	
	34	
	35	No information
<hr/>		
8.	22	Hours O & A used for
	1-5	As per questionnaire
	6	No information
<hr/>		
9.	23	Over what period of time used
	1-5	As per questionnaire
	6	No information

10	24	How often timetabled for use
	1-4	As per questionnaire
	5	No information
11.	25-28	Division of time between activities
	1-98	per cent of time spent on Children's book
	99	no information
12.	29	How Out and About Used
	01	Children worked through activities in book/book used as base
	02	General discussion/discussions/initial exchange of ideas, experiences/debates
	03	Watched video/watched and discussed video
	04	Built up the poster/discussed/made posters
		Nett discussions on specific topics
	05	Discussed ideas in workbook
	06	Discussed safe places to walk/play/safety theme
	07	Talked about/visited safety houses
	08	Talked about traffic rules/why we need/traffic and rules
	09	Discussed need for seat belts/passenger safety rules
	10	Other discussion (Colour/animals....)
		Nett Outdoor Activities
	11	Walks/excursions away from school/using safety rules
	12	Watched traffic outside/in town/near school/traffic surveys
	13	Listened to traffic
	14	Looked for safe drivers/talked about cars on road
	15	excursions to danger spots on roads
	16	Practised crossing/crossed roads
	17	Travelled on buses
	18	Looked at signs and discussed meanings
	19	Visited police station/local traffic school/DECA/Road Safety School
	20	Used a car to discuss passenger safety seats/seat belts/mobile safety car came
	21	Built a roadway/crossings/etc in playground
	22	Other outdoor activities
		Nett Classroom Activities
	23	Made a mock town/traffic lights/road in classroom
	24	Drama/plays/mime/poems
	25	Art and craft/drew clothing/made yellow raincoats/drawing
	26	Role play/pretended they were cars and students
	27	Wrote stories/had stories/creative writing/wrote down experiences
	28	Used milk cartons/milk cartons models
	29	Sang safety songs/music and singing
	30	Held a survey about how children came to school
	31	Drew maps of quickest, safest way to school/discussed safe routes
	32	Had picture talks
	33	Made road safety signs
	34	Integrated with other lessons/maths/English/health/language/spelling
	35	Used in conjunction with Streets Ahead/Roadwork
	36	Talks from police/road safety people/lollypop people/crossing supervisor
	37	Children related home discussions
	38	Other classroom activities

CSF.

Nett Bicycle Topics/activities

- 39 Children brought in bikes/checked them/looked at bikes
 40 Discussed safety when riding bikes
 41 Discussed need for helmets/bike helmets
 42 Rode bikes/practical bike riding/hand signals
 43 Bicycle training course/concentrated on bike program
 44 Other bicycle activities
- 45 Used stickers as rewards/good work
 46 Sent Parents' Guide home
 47 other activities undertaken
 48
 49 Kit excellent/very good/outstanding/video excellent/
 Teachers' Guide excellent
 50 More pictures for smaller children/concept of roads
 not easily grasped
 51 Have just begun using/haven't finished it yet
 52 All other positive
 53 All other negative
- 54 No information

- 13a) 30-33 **Time allocation in future**
 1-98 per cent of time spent on Children's book
 99 no information

- 13b) 35 **Reasons why time allocation would be different**
 01 Would go outside for more activities/incorporate
 practical activities
 02 More important to go out/see real
 examples/crossings, roads/excursions
 03 Would have more time to devote
 04 A set time each week/weekly for a term
 05 Deeper/more discussions
 06 Introduce role play/dramatisations
 07 More use of workbooks/more artwork/follow book
 through
 08
 09 Other
 10 Wouldn't use again/too difficult for 3rd level
 11
 12 No information

- 14 36 **Parent Involvement**
 1-5 As per questionnaire
 6 No information

- 15 37-41 **Purchase Interest at Specified Prices**
 1-4 As per questionnaire
 5 No information

//

Appendix B

The Tabulations

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNT-RY TOWN	RURAL	GOVERN-MENT	NON-GOVERN-MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER-ATED	PART OF A TRUNK	SEPER-ATE SUB-JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	74	50	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q1a-STATE/TERRITORY																								
NEW SOUTH WALES	54	54								4	18	27	5	50	4	20	23	9	25	24	5	17	24	20
	37%	100%								8%	51%	59%	38%	43%	13%	32%	41%	45%	33%	48%	28%	31%	40%	39%
	100%	100%								7%	33%	50%	9%	93%	7%	37%	43%	17%	44%	44%	9%	31%	44%	37%
VICTORIA	26			26						13	4	7		20	6	11	10	5	14	8	4	11	15	6
	18%			100%						25%	17%	15%		17%	20%	17%	18%	25%	18%	14%	22%	20%	25%	12%
	100%			100%						50%	23%	27%		77%	23%	42%	36%	19%	54%	31%	15%	42%	58%	23%
QUEENSLAND	9							9		1	3	4	1	7	2	3	3	3	8		1	6	2	3
	6%							100%		2%	9%	9%	8%	6%	7%	5%	5%	15%	11%		6%	11%	3%	6%
	100%							100%		11%	33%	44%	11%	78%	22%	33%	33%	33%	89%		11%	67%	22%	33%
SOUTH AUSTRALIA	16				16					6	3	5	2	13	3	12	4		7	7	2	5	7	5
	11%				100%					12%	9%	11%	15%	11%	10%	19%	7%		9%	14%	11%	9%	12%	10%
	100%				100%					38%	19%	31%	13%	61%	19%	75%	25%		44%	44%	13%	31%	44%	31%
WESTERN AUSTRALIA	16						16			10	3	2	1	10	6	6	8		8	4	2	7	4	5
	11%						100%			20%	9%	4%	8%	9%	20%	10%	14%		11%	12%	11%	13%	7%	10%
	100%						100%			63%	19%	13%	6%	63%	38%	38%	50%		50%	38%	13%	44%	25%	31%
NORTHERN TERRITORY	7					7				2	1		4	6	1	6	1		5		2	1	4	4
	5%					100%				4%	3%		31%	5%	3%	10%	2%		7%		11%	2%	7%	8%
	100%					100%				29%	14%		57%	84%	14%	84%	14%		71%		29%	14%	57%	57%
AUSTRALIAN CAPITAL TERRITORY	12		12							12				7	5	3	6	3	7	2	2	4	2	8
	8%		100%							24%				6%	17%	8%	11%	15%	9%	4%	11%	7%	3%	16%
	100%		100%							100%				88%	42%	25%	50%	25%	58%	17%	17%	33%	17%	67%
TASMANIA	5								5	3	1	1		2	3	2	1		2	3		3	2	
	3%								100%	4%	3%	2%		2%	10%	3%	2%		3%	4%		6%	3%	
	100%								100%	60%	20%	20%		40%	60%	40%	20%		40%	60%		60%	40%	

OUT & ABOUT ROAD SAFETY-TEACHERS QUEST'NAIRE - JUNE 1989

BLE 2

STANDARD PANEL "BY" Q1b-URBAN/RURAL LOCATION

PAGE 2

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTERIOR -ATED	PART OF 2 THREE	SEPER -ATE SON -JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	84	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	38%
Q1b-URBAN/RURAL LOCATION																								
CAPITAL CITY	51	4	12	13	6	2	10	1	3	51				32	19	20	22	7	23	19	6	20	17	20
	35%	7%	100%	50%	38%	29%	63%	11%	60%	100%				28%	63%	32%	39%	35%	30%	38%	44%	37%	28%	39%
	100%	8%	24%	25%	12%	4%	20%	2%	6%	100%				63%	37%	39%	43%	14%	45%	37%	16%	39%	33%	39%
OTHER URBAN AREA	35	18		6	3	1	3	3	1		35			34	1	12	13	8	23	8	4	14	19	8
	24%	33%		23%	19%	14%	19%	33%	20%		100%			30%	3%	19%	23%	40%	30%	16%	22%	26%	32%	16%
	100%	51%		17%	9%	3%	9%	9%	3%		100%			97%	3%	34%	37%	23%	66%	23%	11%	40%	54%	23%
COUNTRY TOWN	46	27		7	5		2	4	1			46		37	9	21	19	5	23	19	4	17	20	16
	32%	50%		27%	31%		13%	44%	20%			100%		32%	30%	33%	34%	25%	30%	38%	22%	31%	33%	31%
	100%	59%		15%	11%		6%	9%	2%			100%		80%	20%	46%	41%	11%	50%	41%	9%	37%	43%	35%
RURAL	13	5			2	4	1	1					13	12	1	10	2		7	4	2	3	4	7
	9%	9%			13%	57%	6%	11%					100%	10%	3%	16%	4%		9%	8%	11%	6%	7%	14%
	100%	38%			15%	31%	8%	8%					100%	92%	8%	77%	15%		54%	31%	15%	23%	31%	54%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTRON -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145	54	12	26	16	7	18	9	5	51	35	46	13	115	30	63	36	20	76	50	18	54	40	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
GOVERNMENT/NON-GOVERNMENT																								
GOVERNMENT	115	50	7	20	13	6	10	7	2	32	34	37	12	115		46	47	18	56	38	18	43	48	40
	79%	93%	58%	77%	81%	86%	63%	78%	40%	63%	97%	80%	92%	100%		73%	84%	90%	76%	76%	100%	80%	80%	78%
	100%	43%	6%	17%	11%	5%	9%	6%	2%	28%	30%	32%	10%	100%		60%	41%	16%	50%	33%	16%	37%	42%	35%
NON GOVERNMENT	30	4	5	6	3	1	6	2	3	19	1	9	1		30	17	9	2	18	12		11	12	11
	21%	7%	42%	23%	19%	14%	38%	22%	60%	37%	3%	20%	8%		100%	27%	16%	10%	24%	24%		20%	20%	22%
	100%	13%	17%	20%	10%	3%	20%	7%	10%	63%	3%	30%	3%		100%	57%	30%	7%	60%	40%		37%	40%	37%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTROD -ATED	PART OF A TERM	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	14 100% 11%	7 100% 6%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 38%
14(1) NUMBER OF CLASSES																								
- 2	8 6% 100%	1 2% 13%			3 19% 38%	4 57% 80%						1 2% 13%	7 54% 88%	6 7% 100%		8 13% 100%			4 5% 50%	2 4% 25%	2 11% 25%	2 4% 25%	1 2% 13%	6 12% 75%
- 5	20 14% 100%	6 11% 30%	1 8% 5%	5 19% 25%	3 19% 15%	1 14% 5%	2 13% 10%		2 40% 10%	5 10% 25%	3 9% 15%	9 20% 45%	3 23% 15%	19 17% 95%	1 3% 5%	20 32% 100%			7 9% 35%	7 14% 35%	6 33% 30%	9 17% 45%	10 17% 50%	3 6% 18%
- 9	35 24% 100%	13 24% 37%	2 17% 6%	6 23% 17%	6 38% 17%	1 14% 3%	4 25% 11%	3 33% 9%		15 29% 43%	9 26% 26%	11 24% 31%		19 17% 84%	16 53% 66%	35 56% 100%			19 25% 54%	14 28% 40%	2 11% 6%	11 20% 31%	15 25% 43%	14 27% 40%
10 - 12	33 23% 100%	16 30% 48%	1 8% 3%	7 27% 21%	4 25% 12%		4 25% 12%		1 20% 3%	11 22% 33%	9 26% 27%	13 28% 39%		28 24% 85%	5 17% 15%		33 59% 100%		15 20% 45%	16 30% 45%	3 17% 9%	12 22% 34%	16 27% 48%	8 16% 24%
13 - 16	23 16% 100%	7 13% 30%	5 42% 22%	3 12% 13%		1 14% 4%	4 25% 17%	3 33% 13%		11 22% 48%	4 11% 17%	6 13% 26%	2 15% 9%	19 17% 83%	4 13% 17%		23 41% 100%		14 18% 61%	6 12% 26%	3 17% 13%	5 9% 22%	7 12% 30%	14 27% 61%
17 - 20	10 7% 100%	3 6% 30%	1 8% 10%	3 12% 30%				3 33% 30%		1 2% 10%	4 11% 40%	5 11% 50%		10 9% 100%			10 50% 100%		7 9% 70%	1 2% 10%	1 6% 10%	5 9% 50%	4 7% 40%	4 8% 40%
21 OR MORE	10 7% 100%	6 11% 60%	2 17% 20%	2 8% 20%						6 12% 60%	4 11% 40%			8 7% 80%	2 7% 20%		10 50% 100%		6 8% 60%	3 6% 30%	1 6% 10%	7 13% 70%	4 7% 40%	1 2% 10%
NO INFORMATION	6 4% 100%	2 4% 33%					2 13% 33%		2 40% 33%	2 4% 33%	2 6% 33%	1 2% 17%	1 8% 17%	4 3% 67%	2 7% 33%				4 5% 67%	2 4% 33%		3 6% 50%	3 5% 50%	1 2% 17%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNT-RY TOWN	RURAL	GOVERN-MENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH 2 LEVELS	INTER-ATED	PART OF A THREE	SEPER-ATE SUB-JECT	
														GOVERN-MENT	NON-GOVERN-MENT										
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%	
Q1d(11)-NUMBER OF PUPILS																									
1 - 50	13 9% 100%	2 4% 15%		1 4% 8%	4 25% 31%	4 57% 31%		1 11% 8%	1 20% 8%	1 2% 8%	1 3% 6%	3 7% 23%	8 62% 62%	13 11% 100%		12 19% 92%			5 7% 38%	5 10% 38%	3 17% 23%	6 11% 46%	4 7% 31%	4 12% 46%	
51 - 100	13 9% 100%	5 9% 38%		2 8% 15%	2 13% 15%	1 14% 8%	2 13% 15%		1 20% 8%	2 4% 15%	2 6% 15%	6 13% 46%	3 23% 23%	12 10% 92%	1 3% 8%	13 21% 100%			5 7% 38%	4 8% 31%	4 22% 31%	5 9% 38%	7 12% 54%	2 4% 15%	
101 - 200	17 12% 100%	7 13% 41%		4 15% 24%	3 19% 18%		1 6% 6%	2 22% 12%		7 14% 41%	3 9% 18%	7 15% 41%		11 10% 65%	6 20% 35%	17 27% 100%			10 13% 59%	6 12% 35%	1 6% 6%	4 7% 24%	6 10% 35%	7 14% 61%	
201 - 300	34 23% 100%	10 19% 29%	2 17% 6%	10 38% 29%	7 44% 21%	1 14% 3%	4 25% 12%			17 33% 50%	8 23% 24%	9 20% 26%		22 19% 65%	12 40% 35%	34 32% 59%	14 25% 41%		19 25% 56%	14 28% 41%	1 6% 3%	10 19% 29%	18 30% 53%	11 22% 32%	
301 - 400	22 15% 100%	10 19% 45%	1 8% 5%	2 8% 9%			6 38% 27%	2 22% 9%	1 20% 5%	6 12% 27%	6 17% 27%	8 17% 36%	2 15% 9%	18 16% 82%	4 13% 18%		22 39% 100%		10 13% 45%	10 20% 45%	2 11% 9%	7 13% 32%	8 13% 36%	8 14% 36%	
401 - 500	17 12% 100%	9 17% 53%	8 42% 29%	1 4% 6%		1 14% 6%	1 6% 6%			7 14% 41%	2 6% 12%	8 17% 47%		14 12% 82%	3 10% 18%		14 25% 82%	3 15% 18%		9 12% 53%	6 12% 35%	2 11% 12%	4 7% 24%	5 8% 29%	11 22% 65%
OVER 500	17 12% 100%	6 11% 35%	3 25% 18%	5 19% 29%				3 33% 18%		7 14% 41%	8 23% 47%	2 4% 12%		15 13% 88%	2 7% 12%			17 85% 100%		11 14% 65%	3 6% 18%	2 11% 12%	10 19% 59%	7 12% 41%	4 8% 24%
NO INFORMATION	12 8% 100%	5 9% 42%	1 8% 8%	1 4% 8%			2 13% 17%	1 11% 8%	2 40% 17%	4 8% 33%	5 14% 42%	3 7% 25%		10 9% 83%	2 7% 17%		1 2% 8%	4 11% 50%		7 9% 58%	2 4% 17%	3 17% 25%	8 15% 67%	5 8% 42%	2 4% 17%

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989

TABLE 6

STANDARD PANEL *BY* Q2a-WHEN USE BEGAN MONTH

PAGE 6

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	8%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	92%	34%	12%	37%	41%	35%
Q2a-WHEN USE BEGAN MONTH																								
FEB/MARCH	31	15	2	4	4	1	1	3	1	6	7	14	4	26	5	20	8	3	16	11	3	14	14	7
	21%	28%	17%	15%	25%	14%	6%	33%	20%	12%	20%	30%	31%	23%	17%	32%	14%	15%	21%	22%	17%	26%	23%	14%
	100%	48%	6%	13%	13%	3%	3%	10%	3%	19%	23%	45%	13%	84%	16%	65%	26%	10%	52%	35%	10%	45%	45%	23%
APRIL	23	6	2	6	3		5	1		9	10	3	1	18	5	10	6	6	15	4	4	10	11	8
	16%	11%	17%	23%	19%		31%	11%		18%	29%	7%	8%	16%	17%	16%	11%	30%	20%	8%	22%	19%	18%	16%
	100%	26%	9%	26%	13%		22%	4%		39%	43%	13%	4%	78%	22%	43%	26%	26%	65%	17%	17%	43%	48%	35%
MAY	17	3	1	5	2		4	2		0	3	3	2	12	5	3	10	3	8	6	3	9	4	9
	12%	6%	8%	19%	13%		25%	22%		18%	9%	7%	15%	10%	17%	5%	18%	15%	11%	12%	17%	17%	7%	10%
	100%	18%	6%	29%	12%		24%	12%		53%	18%	18%	12%	71%	29%	18%	69%	18%	47%	35%	18%	53%	24%	29%
JUNE/JULY	23	10	2	3	1	1	2	3	1	10	6	7		14	9	6	9	7	13	10		6	11	8
	16%	19%	17%	12%	6%	14%	13%	33%	20%	20%	17%	15%		12%	30%	10%	16%	35%	17%	20%		11%	18%	16%
	100%	43%	9%	13%	4%	4%	9%	13%	4%	43%	26%	30%		61%	39%	26%	39%	30%	67%	43%		26%	48%	35%
AUGUST	15	5	1	3	2	1	3			5	4	4	2	13	2	6	9		12	3		4	5	6
	10%	9%	8%	12%	13%	14%	19%			10%	11%	9%	15%	11%	7%	10%	16%		16%	6%		7%	8%	12%
	100%	33%	7%	20%	13%	7%	20%			33%	27%	27%	13%	87%	13%	60%	60%		80%	20%		27%	33%	40%
SEPTEMBER	5	1		1	1	1			1		1	3	1	4	1	5			2	1	2	2	3	1
	3%	2%		4%	6%	14%			20%		3%	7%	8%	3%	3%	8%			3%	2%	11%	4%	5%	2%
	100%	20%		20%	20%	20%			20%		20%	60%	20%	80%	20%	100%			40%	20%	40%	40%	60%	20%
OCTOBER/NOVEMBER	18	5	4	3	2	1	1		2	0	3	5	1	15	3	7	8	1	7	7	4	7	3	9
	12%	9%	33%	12%	13%	14%	6%		40%	18%	9%	11%	8%	13%	10%	11%	14%	5%	9%	14%	22%	13%	5%	18%
	100%	28%	22%	17%	11%	6%	6%		11%	50%	17%	28%	6%	83%	17%	39%	44%	6%	39%	39%	22%	39%	17%	50%
OTHER	2	2										1	1	2		2				1			1	1
	1%	4%										2%	8%	2%		3%				2%	6%		2%	2%
	100%	100%										50%	50%	100%		100%				50%	50%		50%	50%
NO INFORMATION	11	7		1	1	2				3	1	6	1	11		4	6		3	7	1	2	8	6
	8%	13%		4%	6%	29%				6%	3%	13%	8%	10%		6%	11%		4%	14%	6%	4%	13%	12%
	100%	64%		9%	9%	18%				27%	9%	55%	9%	100%		36%	55%		27%	64%	9%	18%	73%	55%

TABLE 7

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989
STANDARD PANEL *NY* Q2a-WHEN USE BEGAN YEAR

PAGE 7

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	ST	WA	OLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEG -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q2a-WHEN USE BEGAN YEAR																								
1985	3 2% 100%	1 2% 33%	1 8% 33%			1 14% 33%				1 2% 33%		1 2% 33%	1 8% 33%	3 3% 100%		1 2% 33%	1 2% 33%		1 1% 33%	1 2% 33%	1 6% 33%	1 2% 33%	1 2% 33%	3 6% 100%
1986	6 4% 100%	2 4% 33%			1 6% 17%	2 29% 33%	1 6% 17%			3 6% 50%	1 3% 17%	2 4% 33%		5 4% 83%	1 3% 17%	3 5% 50%	2 4% 33%		2 3% 33%	3 6% 50%	1 6% 17%	1 2% 17%	4 7% 67%	2 4% 33%
1987	22 15% 100%	11 20% 50%	1 8% 5%	3 12% 14%	3 19% 14%		1 6% 5%	2 22% 9%	1 20% 5%	6 10% 23%	2 6% 9%	13 28% 99%	2 15% 9%	15 13% 68%	7 23% 32%	7 11% 32%	15 27% 68%		7 9% 32%	13 26% 59%	2 11% 9%	5 9% 23%	10 17% 45%	9 16% 41%
1988	60 41% 100%	20 37% 33%	6 50% 10%	11 42% 18%	8 50% 13%	3 43% 5%	6 38% 10%	3 33% 5%	3 60% 5%	25 49% 42%	15 43% 25%	16 35% 27%	4 31% 7%	49 43% 82%	11 37% 18%	27 43% 45%	18 32% 30%	12 60% 20%	34 45% 57%	20 40% 31%	5 28% 8%	23 43% 38%	22 37% 37%	21 41% 35%
1989	53 37% 100%	20 37% 38%	4 33% 8%	12 46% 23%	4 25% 8%	1 14% 2%	7 44% 13%	4 44% 8%	1 20% 2%	16 31% 30%	17 49% 32%	14 30% 26%	6 46% 11%	42 37% 79%	11 37% 21%	25 40% 47%	19 34% 36%	8 40% 15%	31 41% 58%	13 26% 25%	9 50% 17%	24 44% 45%	23 38% 43%	15 29% 28%
NO INFORMATION	1 1% 100%						1 6% 100%			1 2% 100%				1 1% 100%			1 2% 100%		1 1% 100%					1 2% 100%

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989

TABLE 6

STANDARD PANEL *BY* Q3-LEVEL OF MATERIAL USED

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	54 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q3-LEVEL OF MATERIAL USED																								
LEVEL 1	76 52% 100%	25 46% 33%	7 58% 9%	14 54% 16%	7 44% 9%	5 71% 7%	8 50% 11%	8 89% 11%	2 40% 3%	23 45% 30%	23 66% 30%	23 50% 30%	7 54% 9%	54 50% 76%	16 60% 24%	30 48% 39%	29 52% 38%	13 65% 17%	76 100% 100%			29 54% 38%	34 57% 45%	24 47% 32%
LEVEL 2	50 34% 100%	24 44% 48%	2 17% 4%	8 31% 16%	7 44% 14%		6 38% 12%		3 60% 6%	19 37% 38%	8 23% 16%	19 41% 38%	4 31% 8%	38 33% 76%	12 40% 24%	23 37% 46%	21 34% 42%	4 20% 8%		50 100% 100%		16 30% 32%	20 33% 40%	19 37% 38%
BOTH LEVELS	18 12% 100%	5 9% 28%	2 17% 11%	4 15% 22%	2 13% 11%	2 29% 11%	2 13% 11%	1 11% 6%		8 16% 44%	4 11% 22%	4 9% 22%	2 15% 11%	18 16% 100%		10 16% 56%	6 11% 33%	2 10% 11%			18 100% 100%	9 17% 50%	6 10% 33%	7 14% 39%
NO INFORMATION	1 1% 100%		1 8% 100%							1 2% 100%				1 1% 100%				1 5% 100%						1 2% 100%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	NY	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q4-CLASS USED WITH																								
PREP/KINDY	18 12% 100%	11 20% 61%		3 12% 17%		2 29% 11%	1 6% 6%		1 20% 6%	1 2% 6%	8 23% 44%	6 13% 33%	3 23% 17%	16 16% 100%		9 14% 50%	5 9% 28%	2 10% 11%	15 20% 83%		3 17% 17%	6 11% 33%	10 17% 56%	6 12% 33%
YEAR 1	49 34% 100%	15 28% 31%	7 58% 14%	12 46% 24%	2 13% 4%	2 29% 4%	6 38% 12%	4 44% 8%	1 20% 2%	17 33% 35%	10 29% 20%	17 37% 35%	5 38% 10%	34 33% 78%	11 37% 22%	26 41% 53%	15 27% 31%	6 30% 12%	39 51% 80%	2 4% 4%	7 39% 14%	16 30% 33%	16 27% 33%	23 45% 47%
YEAR 2	55 38% 100%	16 30% 29%	4 33% 7%	12 46% 22%	7 44% 13%	3 43% 5%	5 31% 9%	7 78% 13%	1 20% 2%	18 35% 33%	14 40% 25%	17 37% 31%	6 44% 11%	44 38% 80%	11 37% 20%	21 33% 38%	23 41% 42%	9 45% 16%	44 58% 80%	2 4% 4%	9 50% 16%	23 43% 42%	26 43% 47%	17 33% 31%
COMPOSITE 1 AND 2	3 2% 100%		1 8% 33%		1 6% 33%	1 14% 33%				2 4% 67%			1 8% 33%	3 3% 100%		2 3% 67%	1 2% 33%		2 3% 67%		1 6% 33%	1 2% 33%	2 3% 67%	
YEAR 3	41 28% 100%	16 30% 39%	3 25% 7%	8 31% 20%	4 25% 10%	2 29% 5%	5 31% 12%	1 11% 2%	2 40% 5%	15 29% 37%	7 20% 17%	16 33% 37%	4 31% 10%	34 30% 83%	7 23% 17%	21 33% 51%	18 32% 44%	2 10% 5%	3 4% 7%	27 54% 66%	11 61% 27%	13 24% 32%	18 30% 44%	15 29% 37%
YEAR 4	25 17% 100%	10 19% 40%	1 8% 4%	3 12% 12%	5 31% 20%	2 29% 8%	2 13% 8%		2 40% 8%	9 18% 36%	3 9% 12%	10 22% 40%	3 23% 12%	22 19% 88%	3 10% 12%	11 17% 44%	10 18% 40%	2 10% 8%	1 1% 4%	18 36% 72%	6 33% 24%	8 15% 32%	10 17% 40%	8 16% 32%
YEAR 5	15 10% 100%	5 9% 33%		3 12% 20%	3 19% 20%	1 14% 7%	2 13% 13%		1 20% 7%	6 12% 40%	2 6% 13%	5 11% 33%	2 15% 13%	12 10% 80%	3 10% 20%	8 13% 53%	4 7% 27%	2 10% 13%	1 1% 7%	12 24% 80%	2 11% 13%	7 13% 47%	6 10% 40%	3 6% 20%
YEAR 6	7 5% 100%	3 6% 43%		1 4% 14%	1 6% 14%	1 14% 18%			1 20% 14%	4 8% 57%	1 3% 14%		2 15% 29%	6 5% 86%	1 3% 14%	4 6% 57%		2 10% 29%	1 1% 14%	6 12% 86%		3 6% 43%	3 5% 43%	1 2% 14%
YEAR 7	1 1% 100%					1 14% 100%							1 8% 100%	1 1% 100%		1 2% 100%			1 1% 100%				1 2% 100%	
COMPOSITES 3-6	1 1% 100%	1 2% 100%											1 8% 100%	1 1% 100%		1 2% 100%				1 2% 100%				1 2% 100%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	16	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q4-CLASS USED WITH																								
COMPOSITE 2-7,4-7	2				1	1							2	2		2				1	1	1		2
	1%				6%	14%							15%	2%		3%				2%	6%	2%		4%
	100%				50%	50%							100%	100%		100%				50%	50%	50%		100%
NO INFORMATION	2	1			1						1	1		2		1	1		1	1		1	1	
	1%	2%			6%						5%	2%		2%		2%	2%		2%	6%		2%	2%	
	100%	50%			50%						50%	50%		100%		50%	50%		50%	50%		50%	50%	

TABLE 10

OUT & ABOUT ROAD SAFETY-TEACHERS' QUESTIONNAIRE - JUNE 1969
STANDARD PANEL "BY" Q5-MOM OLD WERE THE CHILDREN

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	PA	MT	WA	OLD	TAB	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THEME	SEPER- -ATE SUB- JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	9 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q5-MOM OLD WERE THE CHILDREN																								
5-6 YEARS	34 23% 100%	13 24% 38%	2 17% 6%	3 12% 9%	1 6% 3%	4 57% 12%	6 38% 18%	4 44% 12%	1 20% 3%	7 14% 21%	13 37% 38%	9 20% 26%	5 38% 15%	29 25% 85%	5 17% 15%	16 25% 47%	10 18% 29%	5 25% 15%	27 36% 79%		7 39% 21%	14 26% 41%	13 22% 38%	14 27% 41%
6-7 YEARS	63 43% 100%	19 35% 30%	7 58% 11%	12 46% 19%	7 44% 11%	6 86% 10%	5 31% 8%	7 78% 11%		20 39% 32%	15 43% 24%	19 41% 30%	9 69% 14%	52 45% 83%	11 37% 17%	31 49% 49%	24 43% 38%	7 35% 11%	48 63% 76%	2 4% 3%	12 67% 19%	21 39% 33%	24 40% 38%	27 53% 43%
7-8 YEARS	41 28% 100%	12 22% 29%	3 25% 7%	6 23% 15%	6 38% 15%	4 57% 10%	5 31% 12%	3 33% 7%	2 40% 5%	15 29% 37%	8 23% 20%	12 26% 29%	6 46% 18%	32 28% 78%	9 30% 22%	21 33% 51%	13 23% 32%	6 30% 15%	17 22% 41%	14 28% 34%	10 56% 24%	20 37% 49%	18 30% 44%	12 24% 29%
8-9 YEARS	46 32% 100%	21 39% 46%	3 25% 7%	7 27% 15%	6 38% 13%	4 57% 9%	1 6% 2%	1 11% 2%	3 60% 7%	14 27% 30%	7 20% 15%	17 37% 37%	8 62% 17%	39 34% 86%	7 23% 15%	22 35% 48%	19 34% 41%	3 15% 7%	2 3% 4%	35 70% 76%	9 50% 20%	13 24% 28%	19 32% 41%	19 37% 41%
OTHER	6 4% 100%	2 4% 33%		1 4% 17%	1 6% 17%		2 13% 33%			6 12% 100%				4 3% 67%	2 7% 33%	2 3% 33%	2 4% 33%	2 10% 33%		5 10% 83%	1 6% 17%	2 4% 33%	1 2% 17%	3 6% 50%
NO INFORMATION	1 1% 100%				1 6% 100%							1 2% 100%		1 1% 100%		1 2% 100%					1 6% 100%	1 2% 100%		

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989

TABLE 11

STANDARD PANEL "BY" Q6-COMPONENTS USED TEACHER'S GUIDE

PAGE 12

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THREE -JECT	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	17 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 4%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q6-COMPONENTS USED TEACHER'S GUIDE																								
USED ALL	57 39% 100%	24 44% 42%	6 50% 11%	8 31% 14%	2 13% 4%	2 29% 4%	8 50% 14%	5 56% 9%	2 40% 4%	19 37% 33%	11 31% 19%	23 50% 40%	4 31% 7%	44 38% 77%	13 43% 23%	21 33% 37%	27 48% 47%	8 40% 14%	28 37% 49%	21 42% 37%	8 44% 14%	21 39% 37%	19 32% 33%	23 45% 40%
PARTLY USED	79 54% 100%	28 52% 35%	5 42% 6%	16 62% 20%	11 69% 14%	5 71% 6%	7 44% 9%	4 44% 5%	3 60% 4%	27 53% 34%	22 63% 28%	22 48% 28%	8 62% 10%	63 55% 80%	16 53% 20%	39 62% 49%	23 41% 29%	12 60% 15%	41 54% 52%	27 54% 34%	10 56% 13%	30 56% 38%	38 63% 48%	24 47% 30%
DIDN'T USE	4 3% 100%	1 2% 25%		2 8% 50%	1 6% 25%					3 6% 75%			1 8% 25%	3 3% 75%	1 3% 25%	2 3% 50%	2 4% 50%		2 3% 50%	2 4% 50%		2 4% 50%	1 2% 25%	1 2% 25%
NO INFORMATION	5 3% 100%	1 2% 20%	1 8% 20%		2 13% 40%		1 6% 20%			2 4% 40%	2 6% 40%	1 2% 20%		5 4% 100%		1 2% 20%	4 7% 80%		5 7% 100%			1 2% 20%	2 3% 40%	3 6% 60%

TABLE 12 OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989
STANDARD PANEL "BY" Q6-COMPONENTS USED CHILDREN'S BOOK

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	116	30	63	56	20	76	50	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	8%	11%	8%	3%	35%	24%	32%	9%	79%	21%	43%		14%	82%	34%	12%	37%	41%	35%
Q6-COMPONENTS USED CHILDREN'S BOOK																								
USED ALL	109	43	10	16	14	5	9	8	4	37	24	38	10	86	23	46	41	16	59	37	12	42	43	41
	75%	80%	83%	62%	88%	71%	56%	89%	80%	73%	69%	83%	77%	75%	77%	73%	73%	80%	78%	74%	67%	78%	72%	80%
	100%	39%	9%	15%	13%	5%	8%	7%	4%	34%	22%	35%	9%	79%	21%	42%	38%	15%	84%	34%	11%	39%	39%	38%
PARTLY USED	34	11	2	10	2	1	7	1		13	10	8	3	27	7	16	14	4	16	12	6	11	16	10
	23%	20%	17%	38%	13%	14%	44%	11%		25%	29%	17%	23%	23%	23%	25%	25%	20%	21%	24%	33%	20%	27%	20%
	100%	32%	6%	29%	6%	3%	21%	3%		38%	29%	24%	9%	79%	21%	47%	41%	12%	47%	35%	18%	32%	47%	29%
DIDN'T USE	2					1			1	1	1			2		1	1		1	1		1	1	
	1%					14%			20%	2%	3%			2%		2%	2%		1%	2%		2%	2%	
	100%					50%			80%	50%	50%			100%		50%	80%		50%	50%		50%	50%	

TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
	NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNTY TOWN	RURAL	GOVERNMENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER-ATED	PART OF A THEME	SEPER-ATE SUB-JECT
													GOVERNMENT	NON GOVERNMENT									
145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	54	20	76	50	18	54	60	51
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
100%	37%	8%	18%	11%	8%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	92%	34%	12%	37%	41%	35%
PARENT'S GUIDE																							
73	33	3	12	6	1	10	6	2	21	21	27	4	61	12	31	29	10	38	28	7	30	29	23
50%	61%	25%	46%	38%	14%	63%	67%	40%	41%	60%	59%	31%	53%	40%	49%	52%	50%	50%	54%	39%	56%	48%	45%
100%	45%	4%	16%	8%	1%	14%	8%	3%	29%	29%	37%	5%	84%	16%	42%	40%	14%	52%	38%	10%	41%	40%	32%
29	12	1	5	5	1	2	2	1	9	7	9	4	22	7	15	9	4	15	9	5	12	12	9
20%	22%	8%	19%	31%	14%	13%	22%	20%	18%	20%	20%	31%	19%	23%	24%	16%	20%	20%	18%	28%	22%	20%	18%
100%	41%	3%	17%	17%	3%	7%	7%	3%	31%	24%	31%	14%	74%	24%	52%	31%	14%	92%	31%	17%	41%	41%	31%
34	8	6	8	3	3	3	1	2	17	5	8	4	23	11	14	15	4	16	13	5	12	15	12
23%	15%	50%	31%	19%	43%	19%	11%	40%	33%	14%	17%	31%	20%	37%	22%	27%	20%	21%	26%	28%	22%	25%	24%
100%	24%	18%	24%	9%	9%	9%	3%	6%	50%	15%	24%	12%	68%	32%	41%	44%	12%	47%	38%	15%	35%	44%	35%
9	1	2	1	2	2	1			4	2	2	1	9		3	3	2	7		1		4	7
6%	2%	17%	4%	13%	29%	6%			8%	6%	4%	6%	8%		5%	5%	10%	9%		6%		7%	14%
100%	11%	22%	11%	22%	22%	11%			44%	22%	22%	11%	100%		33%	33%	22%	78%		11%		44%	78%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THEME	SEPER- -ATE SUB- JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q6-COMPONENTS USED																								
STICKERS/MILK CARTON WRAPS																								
USED ALL	82	34	6	14	10	4	7	5	2	27	20	26	9	66	16	35	30	14	47	21	13	31	35	29
	57%	63%	50%	54%	63%	57%	44%	56%	40%	53%	57%	57%	69%	57%	53%	56%	54%	70%	62%	42%	72%	57%	58%	57%
	100%	41%	7%	17%	12%	6%	9%	6%	2%	33%	24%	32%	11%	80%	20%	43%	37%	17%	57%	26%	16%	38%	43%	35%
PARTLY USED	31	11	1	5	4	1	5	2	2	13	7	8	3	25	6	14	12	2	10	16	5	15	13	7
	21%	20%	8%	19%	25%	14%	31%	22%	40%	25%	20%	17%	23%	22%	20%	22%	21%	10%	13%	32%	28%	28%	22%	14%
	100%	35%	3%	16%	13%	3%	16%	6%	6%	42%	23%	26%	10%	81%	19%	45%	39%	6%	32%	52%	16%	48%	42%	23%
DIDN'T USE	23	8	3	6		1	2	2	1	7	4	11	1	17	6	11	9	3	13	10		7	8	11
	16%	15%	25%	23%		14%	13%	22%	20%	14%	11%	24%	8%	15%	20%	17%	16%	15%	17%	20%		13%	13%	22%
	100%	35%	13%	24%		4%	9%	9%	4%	30%	17%	48%	4%	74%	26%	48%	39%	13%	57%	43%		30%	35%	48%
NO INFORMATION	9	1	2	1	2	1	2			4	4	1		7	2	3	5	1	6	3		1	4	4
	6%	2%	17%	4%	13%	14%	13%			8%	11%	2%		6%	7%	5%	9%	5%	8%	6%		2%	7%	6%
	100%	11%	22%	11%	22%	11%	22%			44%	44%	11%		78%	22%	33%	56%	11%	67%	33%		11%	44%	44%

TABLE 15

STANDARD PANEL *BY* Q7a-NOW USED

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			NOW USED		
		NEW	ACT	VIC	SA	NY	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTECH -ATED	PART OF A THEME	SEPER -ATE 998 -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	116 100% 79%	30 100% 21%	63 100% 43%	54 100% 39%	20 100% 14%	76 100% 82%	30 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q7a-NOW USED																								
INTEGRATED WITH OTHER SUBJECTS	54 37% 100%	17 31% 31%	4 33% 7%	11 42% 20%	5 31% 9%	1 14% 2%	7 44% 13%	6 67% 11%	3 60% 6%	20 39% 37%	14 40% 26%	17 37% 31%	3 23% 6%	43 37% 80%	11 37% 20%	22 35% 41%	17 30% 31%	12 60% 22%	29 38% 54%	16 32% 30%	9 50% 17%	54 100% 100%	12 20% 22%	5 10% 9%
AS PART OF A THEME	60 41% 100%	24 44% 40%	2 17% 3%	15 58% 25%	7 44% 12%	4 57% 7%	4 25% 7%	2 22% 3%	2 40% 3%	17 33% 28%	19 54% 32%	20 43% 33%	4 31% 7%	48 42% 80%	12 40% 20%	26 41% 43%	23 41% 38%	8 40% 13%	34 45% 57%	20 40% 33%	6 33% 10%	12 22% 20%	60 100% 100%	5 10% 8%
AS A SEPARATE SUBJECT	51 35% 100%	20 37% 39%	8 67% 16%	6 23% 12%	5 31% 10%	4 57% 8%	5 31% 10%	3 33% 6%		20 39% 39%	8 23% 14%	16 35% 31%	7 54% 14%	40 35% 78%	11 37% 22%	23 37% 45%	22 39% 45%	5 25% 10%	24 32% 47%	19 38% 37%	7 39% 16%	5 9%	5 8%	51 100% 100%
OTHER	1 1% 100%	1 2% 100%										1 2% 100%		1 1% 100%				1 5% 100%	1 1% 100%			1 2% 100%		

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-14	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 97%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q7b-PREPARATION PRIOR TO USING																								
READ THE MATERIAL/ READ THROUGH IT/ READ TEACHERS' GUIDE	90 62% 100%	37 69% 41%	2 17% 2%	18 69% 20%	10 63% 11%	3 43% 3%	8 50% 9%	8 89% 9%	4 80% 4%	26 51% 29%	25 71% 28%	30 65% 33%	9 69% 10%	70 61% 78%	20 67% 22%	38 60% 42%	33 59% 37%	14 70% 16%	50 66% 56%	29 58% 32%	10 56% 11%	32 59% 36%	37 62% 41%	34 67% 38%
WATCHED THE VIDEO	9 6% 100%	5 9% 56%		1 4% 11%	2 13% 22%			1 11% 11%		3 6% 33%	2 6% 22%	2 4% 22%	2 15% 22%	8 7% 69%	1 3% 11%	4 6% 44%	3 5% 33%	2 10% 22%	4 5% 44%	2 4% 22%	3 17% 33%	2 4% 22%	4 7% 44%	5 10% 56%
SENT HOME PARENTS' GUIDE	16 11% 100%	5 9% 31%		5 19% 31%	1 6% 6%	1 14% 6%	2 13% 13%	2 22% 13%		4 8% 25%	6 17% 38%	4 9% 25%	2 15% 13%	13 11% 81%	3 10% 19%	7 11% 44%	6 11% 38%	1 8% 6%	13 17% 81%	1 2% 6%	2 11% 13%	5 9% 31%	9 15% 56%	6 17% 38%
NETT COLLECTED ACTIVITY MATERIALS RESPONDENTS	29 20% 100%	15 28% 52%		4 15% 14%	1 6% 3%		2 13% 7%	5 56% 17%	2 40% 7%	9 18% 31%	8 23% 28%	10 22% 34%	2 15% 7%	25 22% 86%	4 13% 14%	9 14% 31%	14 25% 48%	6 30% 21%	17 22% 59%	9 18% 31%	3 17% 10%	11 20% 38%	13 22% 45%	8 16% 28%
GATHERED OTHER INFO. FROM SCHOOL LIBRARY	12 8% 100%	6 11% 50%		2 8% 17%	1 6% 8%		1 6% 8%	1 11% 8%	1 20% 8%	4 8% 33%	4 11% 33%	3 7% 25%	1 8% 8%	11 10% 92%	1 3% 8%	1 2% 8%	8 14% 67%	3 15% 25%	8 11% 47%	4 8% 33%		6 11% 50%	5 8% 42%	2 4% 17%
FOUND LARGE PICTURES/POSTERS/ PHOTOS/MAPS OF AREA	9 6% 100%	7 13% 78%		1 4% 11%				1 11% 11%			6 17% 67%	3 7% 33%		9 8% 100%		2 3% 22%	6 11% 67%	1 5% 11%	5 7% 56%	3 6% 33%	1 6% 11%	1 2% 11%	5 8% 56%	4 8% 44%
COLLECTED MILK CARTONS	13 9% 100%	3 6% 23%		2 8% 15%	1 6% 8%		2 13% 15%	4 44% 31%	1 20% 8%	6 12% 46%	1 3% 8%	4 9% 31%	2 15% 15%	10 9% 77%	3 10% 23%	4 10% 46%	4 7% 31%	3 15% 23%	9 12% 69%	3 6% 23%	1 6% 8%	5 9% 38%	6 10% 46%	3 6% 23%
FOUND SONGS/ CASSETTES	4 3% 100%	4 7% 100%									2 6% 50%	2 4% 50%		4 3% 100%		1 2% 25%	3 5% 75%		1 1% 25%	2 4% 50%	1 6% 25%	1 2% 25%	3 5% 75%	1 2% 25%
FOUND POEMS/ ORGANISED PLAYS	2 1% 100%	2 4% 100%									2 6% 100%			2 2% 100%		1 2% 50%	1 2% 50%		1 1% 50%	1 2% 50%			2 3% 100%	
DOT PAINT, PAPER/ STENCILS	3 2% 100%	2 4% 67%						1 11% 33%			2 6% 67%	1 2% 33%		3 3% 100%		2 3% 67%	1 2% 33%		2 3% 67%	1 2% 33%		1 2% 33%	2 3% 67%	

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TABLE 16 (CONT.) STANDARD PANEL *BY* Q7b-PREPARATION PRIOR TO USING

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		HOW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -TY TOWN	RURAL	GOVERNMENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGRATED	PART OF A THEME	SEPERATE SUBJECT	
														GOVERNMENT	NON GOVERNMENT										
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	54	20	76	50	18	54	60	51	
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
		37%	8%	18%	11%	9%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	33%	
Q7b-PREPARATION PRIOR TO USING																									
NETT PREPARED LESSONS/MATERIALS/ACTIVITIES																									
RESPONDENTS	89	21	9	15	6	6	9	4	3	25	18	20	6	57	12	28	28	10	35	22	12	28	33	20	
	48%	39%	42%	58%	38%	84%	56%	44%	60%	49%	51%	43%	44%	50%	40%	44%	50%	50%	46%	44%	67%	52%	55%	39%	
	100%	30%	7%	22%	9%	9%	13%	6%	4%	36%	26%	29%	9%	83%	17%	41%	41%	14%	51%	32%	17%	41%	48%	29%	
MADE ROADWAYS INSIDE/OUTSIDE/ MODEL STREETS/ MODELS	7	1	1	1	1	1	2			6			1	4	3	4	2	1	3	2	2	5	1	2	
	5%	2%	8%	4%	6%	14%	13%			12%			8%	3%	10%	6%	4%	5%	4%	4%	11%	9%	2%	4%	
	100%	14%	14%	14%	14%	14%	29%			86%			14%	57%	43%	57%	29%	14%	43%	29%	29%	71%	14%	29%	
PREPARED OWNER/ ACTIVITIES/HANDS SYSTEMS WITH STICKERS	3	2					1			2	1			2	1	2		1	2	1		2	1		
	2%	4%					6%			4%	3%			2%	3%	3%		5%	3%	2%		4%	2%		
	100%	67%					33%			67%	33%			67%	33%	67%		33%	67%	33%		67%	33%		
PREPARED DISCUSSION QUESTIONS/ DISCUSSED WITH CHILDREN	8	2		2		1	3			5	2		1	8	2	5	3		3	3	2	6	2	1	
	6%	4%		8%		14%	19%			10%	6%		8%	8%	7%	8%	5%		4%	6%	11%	11%	3%	2%	
	100%	25%		25%		13%	38%			63%	25%		13%	75%	25%	63%	38%		38%	38%	25%	75%	25%	13%	
TRIED TO INTEGRATE WITH OTHER ROAD SAFETY MATERIALS	18	5	1	6		1	3	1	1	8	4	7	2	15	3	6	7	5	7	8	3	9	7	4	
	12%	9%	8%	23%		14%	19%	11%	20%	10%	11%	15%	15%	13%	10%	10%	13%	25%	9%	16%	17%	17%	12%	8%	
	100%	28%	6%	33%		6%	17%	6%	6%	28%	22%	39%	11%	83%	17%	33%	39%	28%	39%	44%	17%	50%	39%	22%	
TRIED TO INTEGRATE/ USED WITH SOCIAL STUDIES/HEALTH	9	1	1		1		4	1	1	7	1	1		5	4	4	4	1	4	3	2	4	4	2	
	6%	2%	8%		6%		25%	11%	20%	14%	3%	2%		4%	13%	6%	7%	5%	5%	6%	11%	7%	7%	4%	
	100%	11%	11%		11%		44%	11%	11%	78%	11%	11%		56%	44%	44%	44%	11%	44%	33%	22%	44%	44%	22%	
PLANNED A THEME/ SERIES OF SESSIONS/ A UNIT/A PROGRAM	8	3		1	1			2	1	1	1	6		7	1	3	3	1	6	1	1	2	5	4	
	6%	6%		4%	6%			22%	20%	2%	3%	13%		6%	3%	5%	5%	5%	6%	2%	6%	4%	8%	6%	
	100%	38%		13%	13%			25%	13%	13%	13%	75%		88%	13%	38%	38%	13%	75%	13%	13%	25%	43%	50%	
SELECTED WHAT WAS APPROPRIATE/MET MY REQUIREMENTS	14	6		3	2	1	2	1		1	7	6		12	2	6	6	2	5	6	3	5	5	6	
	10%	11%		12%	13%	14%	6%	11%		2%	20%	13%		10%	7%	10%	11%	10%	7%	12%	17%	9%	8%	12%	
	100%	43%		21%	14%	7%	7%	7%		7%	50%	43%		66%	14%	43%	43%	14%	36%	43%	21%	36%	36%	43%	
ORGANISED A TALK BY TRAFFIC AUTHORITY	9	2		2		3	1		1	5		1	3	8	1	6	3		2	3	4	1	3	6	
	6%	4%		8%		43%	6%		20%	10%		2%	23%	7%	3%	10%	5%		3%	6%	22%	2%	5%	12%	
	100%	22%		22%		33%	11%		11%	56%		11%	33%	89%	11%	67%	33%		22%	33%	44%	11%	33%	67%	

TABLE 16 (CONT.) STANDARD PANEL "BY" Q7b-PREPARATION PRIOR TO USING

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNT-RY TOWN	RURAL	GOVERN-MENT	NON-GOVERN-MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER-ATED	PART OF A THEME	SEPER-ATE SUB-JECT	
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%	
Q7b-PREPARATION PRIOR TO USING																									
VISITED A ROAD SAFETY CENTRE/ TRAFFIC SCHOOL	3 2% 100%	1 2% 33%		1 4% 33%	1 6% 33%					1 2% 33%	1 3% 33%	1 2% 33%		2 2% 67%	1 3% 33%		2 4% 67%	1 5% 33%	1 1% 33%	2 4% 67%				2 3% 67%	1 2% 33%
DID BIKED COURSE/ TEACHER HAD IN-SERVICE	2 1% 100%						2 13% 100%			1 2% 50%		1 2% 50%		1 1% 50%	1 3% 50%		2 4% 100%		1 2% 50%	1 6% 50%		1 2% 50%		1 2% 50%	
OTHER ACTIVITIES/ LESSONS/MATERIALS PREPARED	15 10% 100%	4 7% 27%	3 25% 20%	3 12% 20%	1 6% 7%		2 13% 13%	1 11% 7%	1 20% 7%	9 18% 60%	4 11% 27%	1 2% 7%	1 8% 7%	13 11% 87%	2 7% 13%	3 5% 20%	7 13% 47%	3 15% 20%	8 11% 83%	5 10% 33%	2 11% 13%	5 9% 33%	8 13% 83%	4 8% 27%	
SHOWED OTHER STAFF/ BRAIN-STORMED WITH TEACHERS	3 2% 100%	1 2% 33%		1 4% 33%	1 6% 33%						1 3% 33%	2 6% 67%		3 3% 100%		1 2% 33%	1 2% 33%		2 3% 67%	1 6% 33%			3 5% 100%	1 2% 33%	
NETT GENERAL COMMENTS																									
RESPONDENTS	58 40% 100%	18 33% 31%	7 58% 12%	12 46% 21%	8 50% 14%	2 29% 3%	7 44% 12%	3 33% 5%	1 20% 2%	22 43% 38%	11 31% 19%	20 43% 34%	5 38% 9%	43 37% 74%	15 50% 26%	34 54% 59%	17 30% 29%	6 30% 10%	32 42% 55%	21 42% 36%	5 28% 9%	20 37% 34%	21 35% 34%	23 45% 40%	
NO MORE THAN OTHER LESSONS/20-30 MINS A WEEK/1-3 HOURS	1 1% 100%			1 4% 100%								1 2% 100%		1 1% 100%		1 2% 100%				1 2% 100%			1 2% 100%	1 2% 100%	
VERY LITTLE PREPARATION TIME NEEDED	35 24% 100%	13 24% 37%	5 42% 14%	3 12% 9%	5 31% 14%	2 29% 6%	3 19% 9%	3 33% 9%	1 20% 3%	12 24% 34%	8 23% 23%	12 26% 34%	3 23% 9%	24 21% 69%	11 37% 31%	22 35% 63%	8 14% 23%	5 25% 14%	20 26% 57%	13 26% 37%	2 11% 6%	13 24% 37%	13 22% 37%	11 22% 31%	
EASY TO USE/ CLEARLY SPECIFIED/ WELL SET OUT/ EXCELLENT	20 14% 100%	4 7% 20%	4 33% 20%	5 19% 25%	1 6% 5%	2 29% 10%	2 13% 10%	2 22% 10%		10 20% 50%	2 6% 10%	5 11% 25%	3 23% 15%	11 10% 85%	9 30% 45%	13 21% 65%	6 11% 30%	1 5% 5%	17 22% 85%	3 6% 15%		7 13% 35%	5 8% 25%	10 20% 50%	
FOLLOWED TEACHERS' GUIDE/TEACHERS' GUIDE VERY USEFUL	11 8% 100%	4 7% 36%	1 8% 9%	2 8% 18%			3 19% 27%	1 11% 9%		5 10% 45%	1 3% 9%	4 9% 36%	1 8% 9%	8 7% 73%	3 10% 27%	5 8% 65%	4 7% 36%	2 10% 18%	6 8% 55%	4 8% 36%	1 6% 9%	6 11% 55%	1 2% 9%	5 10% 45%	

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTERIOR -ATED	PART OF A THEME	SEPER -ATE 949 -JECT	
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%	
7b-PREPARATION PRIOR TO USING																									
FOLLOWED CHILDREN'S ACTIVITY BOOK	5 3% 100%		1 8% 20%	2 8% 40%	2 13% 40%					2 4% 40%	2 6% 40%	1 2% 20%		4 3% 80%	1 3% 20%	3 5% 60%	1 2% 20%	1 5% 20%		4 8% 80%	1 6% 20%		3 6% 60%	1 2% 20%	2 4% 40%
HOME NEEDED/ FAMILIAR WITH IT/ USED IT BEFORE	6 4% 100%	2 4% 33%	1 8% 17%	1 4% 17%	2 13% 33%					2 4% 33%	1 3% 17%	3 7% 50%		5 4% 83%	1 3% 17%	3 5% 50%	3 5% 50%		3 4% 50%	3 6% 50%		1 2% 17%	3 5% 50%	2 4% 33%	
ALL OTHER	4 3% 100%	2 4% 50%					5 31% 125%			5 10% 125%		1 2% 25%	1 8% 25%	7 6% 175%		2 3% 50%	5 9% 125%		1 1% 25%	1 2% 25%	5 28% 125%	1 2% 25%		6 12% 150%	
NO INFORMATION	2 1% 100%	1 2% 50%	1 8% 50%							1 2% 50%			1 8% 50%	2 2% 100%			1 2% 50%		1 1% 50%				1 2% 50%	1 2% 50%	

TABLE 17 OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COURT-RY TOWN	RURAL	GOVERN-MENT	NON-GOVERN-MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR-ATED	PART OF A THEME	SUPER-ATE SUB-JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q8-HOURS Q & A USED FOR																								
1-3 HOURS	15 100% 100%	3 100% 20%		1 4% 7%	5 31% 33%	1 14% 7%	2 13% 13%		3 60% 20%	6 12% 40%	4 11% 27%	3 7% 20%	2 15% 13%	10 9% 67%	5 17% 33%	10 16% 67%	2 4% 13%	1 5% 7%	9 12% 60%	5 10% 33%	1 6% 7%	5 9% 33%	6 10% 40%	5 10% 33%
4-6 HOURS	52 36% 100%	21 39% 40%	3 25% 6%	15 58% 29%	2 13% 4%	2 29% 4%	7 44% 13%	2 22% 4%		21 41% 40%	13 37% 25%	15 33% 29%	3 23% 6%	41 36% 79%	11 37% 21%	17 27% 33%	26 46% 50%	8 40% 15%	23 30% 44%	22 44% 42%	7 39% 13%	19 35% 37%	25 42% 48%	19 37% 37%
7-9 HOURS	36 25% 100%	12 22% 33%	8 67% 22%	4 15% 11%	3 19% 8%	2 29% 6%	3 19% 6%	3 33% 8%	1 20% 5%	14 27% 39%	7 20% 19%	13 28% 34%	2 15% 4%	27 23% 75%	9 30% 25%	13 21% 36%	16 29% 44%	6 30% 17%	19 25% 53%	13 26% 36%	3 17% 8%	12 22% 33%	10 17% 28%	15 29% 42%
10-12 HOURS	29 20% 100%	13 24% 45%		5 19% 17%	5 31% 17%	2 29% 7%	2 13% 7%	2 22% 7%		7 14% 24%	5 14% 17%	11 24% 38%	5 46% 21%	26 23% 90%	3 10% 10%	17 27% 59%	9 16% 31%	3 15% 10%	16 21% 55%	8 16% 28%	5 26% 17%	11 20% 38%	12 20% 41%	10 28% 54%
OTHER	12 8% 100%	4 7% 33%	1 8% 8%	1 4% 8%	1 6% 8%		2 13% 17%	2 22% 17%	1 20% 8%	3 6% 25%	6 17% 50%	3 7% 25%		11 10% 92%	1 3% 8%	6 10% 50%	2 4% 17%	2 10% 17%	8 11% 67%	2 4% 17%	2 11% 17%	7 13% 58%	7 12% 58%	1 2% 8%
NO INFORMATION	1 1% 100%	1 2% 100%										1 2% 100%			1 3% 100%		1 2% 100%		1 1% 100%					1 2% 100%

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1969
STANDARD PANEL *BY* Q9-OVER WHAT PERIOD OF TIME USED

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	WA	NT	SA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	54 100% 39%	20 100% 14%	76 100% 62%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	91 100% 35%
Q9-OVER WHAT PERIOD OF TIME USED																								
LESS THAN 1 WEEK	5 3% 100%				4 25% 80%				1 6% 20%	1 2% 20%	3 9% 60%	1 2% 20%		4 3% 80%	1 3% 20%	3 5% 60%	2 4% 40%		2 3% 40%	3 6% 60%		1 2% 20%	4 7% 80%	1 2% 20%
2-4 WEEKS	50 34% 100%	15 28% 30%	5 42% 10%	13 50% 24%	5 31% 10%	4 57% 8%	4 25% 8%	1 11% 2%	3 60% 6%	22 43% 44%	8 23% 14%	16 35% 32%	4 31% 8%	34 30% 68%	16 53% 32%	18 29% 36%	23 41% 46%	6 30% 12%	29 38% 98%	17 34% 34%	4 22% 8%	15 28% 30%	26 43% 52%	14 27% 28%
5-7 WEEKS	41 28% 100%	19 35% 46%	1 8% 2%	10 38% 24%	3 19% 7%		4 25% 10%	3 33% 7%	1 20% 2%	12 24% 39%	10 29% 24%	18 39% 44%	1 8% 2%	35 30% 85%	6 20% 15%	13 21% 32%	21 38% 81%	7 35% 17%	16 21% 39%	17 34% 41%	8 44% 20%	19 35% 46%	17 28% 41%	12 24% 29%
8-11 WEEKS	41 28% 100%	17 31% 41%	6 50% 15%	3 12% 7%	4 25% 10%	3 43% 7%	5 31% 12%	3 33% 7%		14 27% 34%	11 31% 27%	8 17% 20%	8 62% 20%	34 30% 83%	7 23% 17%	25 40% 61%	9 16% 32%	6 30% 15%	23 30% 54%	12 24% 29%	5 28% 12%	14 26% 34%	8 13% 20%	23 45% 54%
OTHER	8 6% 100%	3 6% 38%					2 13% 25%	2 22% 25%	1 20% 13%	2 4% 25%	3 9% 38%	3 7% 38%		8 7% 100%		4 6% 50%	1 2% 13%	1 5% 13%	6 8% 75%	1 2% 13%	1 6% 13%	5 9% 63%	5 8% 63%	1 2% 13%

TABLE 19

STANDARD PANEL *BY* Q10-HOW OFTEN TIMETABLED FOR USE

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED				
		BBW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN-MENT	NON GOVERN-MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR-ATED	PART OF A THEME	SEPER-ATE SUB-JECT		
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	94 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%		
Q10-HOW OFTEN TIMETABLED FOR USE																										
DAILY	23 16% 100%	8 15% 35%		5 19% 22%	7 44% 30%	1 14% 4%	2 13% 9%			6 12% 26%	9 26% 39%	7 15% 30%	1 8% 4%	18 16% 78%	5 17% 22%	8 13% 35%	10 18% 43%	3 15% 13%	12 16% 52%	10 20% 43%	1 6% 4%	6 11% 26%	14 23% 61%	5 10% 22%		
WEEKLY	95 66% 100%	36 67% 38%	9 75% 9%	16 62% 17%	6 38% 6%	5 71% 5%	14 88% 15%	6 67% 6%	3 60% 3%	37 73% 39%	18 51% 19%	30 65% 32%	10 77% 11%	76 66% 80%	19 63% 20%	41 65% 43%	37 66% 39%	13 65% 14%	49 64% 52%	31 62% 33%	14 78% 15%	37 69% 39%	35 58% 37%	40 78% 42%		
FORTNIGHTLY	5 3% 100%	2 4% 40%	2 17% 40%		1 6% 20%					2 4% 40%	1 3% 20%	1 2% 20%	1 8% 20%	3 3% 60%	2 7% 40%	4 6% 80%	1 2% 20%		3 4% 60%	2 4% 40%		2 4% 40%		3 6% 60%		
OTHER	22 15% 100%	8 15% 36%	1 8% 5%	5 19% 23%	2 13% 9%	1 14% 5%		3 33% 14%	2 40% 9%	6 12% 27%	7 20% 32%	8 17% 36%	1 8% 5%	16 16% 82%	4 13% 18%	10 16% 45%	8 14% 36%	4 20% 18%	12 16% 55%	7 14% 32%	3 17% 14%	9 17% 41%	11 18% 50%	3 6% 14%		

STANDARD PANEL
BY Q11a-DIVISION OF TIME BETWEEN ACTIVITIES
CHILDREN'S ACTIVITY BOOKS

RESPONDENTS

Q11a-DIVISION OF TIME BETWEEN ACTIVITIES
CHILDREN'S ACTIVITY BOOKS

100% (101)

100% (101)

100% (101)

100% (101)

100% (101)

100% (101)

35% (35)

100% (101)

45% (45)

TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
	NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERNMENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- ATED	PART OF A THEME	SEPER- ATE SUB- JECT	
													GOVERN- MENT	NON GOVERN- MENT										
145 100% 100%	54 100% 57%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 6%	16 100% 11%	9 100% 6%	3 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	11 100% 8%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	91 100% 55%	
IN BETWEEN ACTIVITIES																								
1 18 100%																								
2 18 100%	1 2% 4%		1 4% 4%																					
4 3% 100%	1 2% 2%		2 8% 50%																					
8 6% 100%	2 4% 2%		1 4% 13%	2 13% 25%	2 2% 2%																			
16 11% 100%	5 6% 31%	4 33% 25%	4 16% 25%			2 13% 13%	1 11% 6%																	
6 6% 100%	2 4% 2%	1 8% 13%	2 8% 2%			2 13% 25%																		
2 1% 100%	1 2% 50%				1 14% 40%																			
9 6% 100%	5 9% 4%	1 8% 11%		1 4% 2%			2 22% 22%																	
2 1% 100%	1 2% 4%					1 6% 50%																		

TABLE 20 (CONT.) STANDARD PANEL

*BY Q11a-DIVISION OF TIME BETWEEN ACTIVITIES
CHILDREN'S ACTIVITY BOOKS

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTERIOR -ATED	PART OF A THREE	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q11a-DIVISION OF TIME BETWEEN ACTIVITIES CHILDREN'S ACTIVITY BOOKS																								
48% (48)	1 1% 100%			1 4% 100%						1 2% 100%				1 1% 100%			1 2% 100%		1 2% 100%				1 2% 100%	
50% (50)	43 30% 100%	18 33% 42%	3 25% 7%	8 31% 19%	3 19% 7%	2 29% 5%	7 44% 16%		2 40% 5%	17 33% 40%	9 26% 21%	12 26% 28%	5 38% 12%	32 28% 74%	11 37% 26%	23 37% 53%	10 18% 23%	7 35% 16%	23 30% 83%	17 34% 40%	3 17% 7%	16 30% 37%	15 25% 35%	15 29% 35%
60% (60)	18 12% 100%	5 9% 28%	2 17% 11%		6 38% 33%	1 14% 6%	1 6% 6%	3 33% 17%		5 10% 28%	7 20% 39%	4 9% 22%	2 15% 11%	17 15% 94%	1 3% 6%	11 17% 61%	7 13% 39%		11 14% 61%	4 8% 22%	3 17% 17%	10 19% 56%	6 13% 44%	5 10% 28%
70% (70)	8 6% 100%	1 2% 13%		2 8% 25%	1 6% 13%	1 14% 13%	2 13% 25%	1 11% 13%		3 6% 38%	3 9% 38%	1 2% 13%	1 8% 13%	6 5% 75%	2 7% 25%	5 8% 63%	2 4% 25%	1 5% 13%	4 5% 50%	3 6% 38%	1 6% 13%	3 6% 38%	3 5% 38%	4 8% 50%
75% (75)	5 3% 100%	3 6% 60%		1 4% 20%				1 11% 20%			2 6% 40%	3 7% 60%		5 4% 100%			2 4% 40%	3 15% 60%	4 5% 80%		1 6% 20%	3 6% 60%	3 5% 60%	2 4% 40%
80% (80)	6 4% 100%	3 6% 50%		2 8% 33%	1 6% 17%					3 6% 50%	1 3% 17%	1 2% 17%	1 8% 17%	4 3% 67%	2 7% 33%	4 6% 67%	2 4% 33%		1 1% 17%	4 8% 67%	1 5% 17%	1 2% 17%	3 5% 90%	3 4% 50%
85% (85)	4 3% 100%		1 8% 25%	2 8% 50%	1 6% 25%					4 8% 100%				3 3% 75%	1 3% 25%	2 3% 50%	1 2% 25%	1 5% 25%	1 1% 25%	1 2% 25%	1 6% 25%	1 2% 25%	1 2% 25%	2 4% 50%
90% (90)	4 3% 100%	4 7% 100%									2 6% 50%	2 4% 50%		4 3% 100%			4 7% 100%			2 4% 50%	2 11% 50%			4 8% 100%
95% (95)	1 1% 100%				1 6% 100%							1 2% 100%		1 1% 100%		1 2% 100%			1 1% 100%					1 2% 100%

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989

TABLE 20 (CONT.) STANDARD PANEL

BY Q11a-DIVISION OF TIME BETWEEN ACTIVITIES
CHILDREN'S ACTIVITY BOOKS

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNTY TOWN	RURAL	GOVERNMENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTROD-ATED	PART OF A THEME	SEPER-ATE SUB-JECT	
														GOVERN-MENT	NON GOVERN-MENT										
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	118 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%	
Q11a-DIVISION OF TIME BETWEEN ACTIVITIES CHILDREN'S ACTIVITY BOOKS																									
NO INFORMATION	2 1% 100%	2 4% 100%										2 4% 100%		1 1% 50%	1 3% 50%	1 2% 50%			2 3% 100%				1 2% 50%	2 4% 100%	
0% (0)	1 1% 100%					1 6% 100%				1 2% 100%				1 1% 100%			1 2% 100%		1 1% 100%					1 2% 100%	
MEANS	48.2	50.5	43.8	46.7	57.5	43.6	44.1	49.4	31.0	47.7	49.4	48.1	47.3	49.0	45.0	50.6	46.1	48.8	45.5	48.4	56.9	46.7	45.6	55.1	
STD. DEVIATION	20.7	20.4	19.0	23.4	20.2	19.3	18.1	20.5	19.5	21.1	22.2	20.3	18.8	21.0	19.5	19.5	22.9	19.1	20.0	20.5	21.2	16.9	19.9	22.4	

STANDARD PANEL
 *BY Q11b-
 OTHER ACTIVITIES WITHIN THE CLASSROOM

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNT-RY TOWN	RURAL	GOVERN-MENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR-ATED	PART OF A THEME	SEPER-ATE SUB-JECT
														GOVERN-MENT	NON GOVERN-MENT									
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q11b- OTHER ACTIVITIES WITHIN THE CLASSROOM																								
5% (5)	4 3% 100%		1 8% 25%		2 13% 50%				1 20% 25%	2 4% 50%	1 3% 25%	1 2% 25%		4 3% 100%		2 3% 50%	1 2% 25%	1 5% 25%	1 1% 25%	2 4% 50%		1 2% 25%		3 6% 75%
10% (10)	13 9% 100%	6 11% 46%	1 8% 8%	4 15% 31%	1 6% 8%		1 6% 8%			3 6% 23%	5 14% 38%	4 9% 31%	1 8% 8%	12 10% 92%	1 3% 8%	4 6% 31%	6 11% 46%	2 10% 15%	6 8% 46%	5 10% 38%	2 11% 15%	3 6% 23%	8 13% 62%	6 12% 46%
15% (15)	4 3% 100%			2 8% 50%	1 6% 25%	1 14% 25%				1 2% 25%		2 4% 50%	1 8% 25%	2 2% 50%	2 7% 50%	4 6% 100%			1 1% 25%	2 4% 50%	1 6% 25%	3 6% 75%	1 2% 25%	1 2% 25%
20% (20)	33 23% 100%	13 24% 39%	4 33% 12%	3 12% 9%	5 31% 15%	1 14% 3%	3 19% 9%	4 44% 12%		15 29% 45%	8 23% 24%	8 17% 24%	2 15% 6%	24 21% 73%	9 30% 27%	17 27% 52%	10 18% 30%	6 30% 18%	17 22% 52%	12 24% 36%	4 22% 12%	10 19% 30%	11 18% 33%	15 29% 45%
25% (25)	21 14% 100%	8 15% 38%	2 17% 10%	4 15% 19%		1 14% 5%	5 31% 24%	1 11% 5%		7 14% 33%	4 11% 19%	9 20% 43%	1 8% 5%	14 12% 67%	7 23% 33%	7 11% 33%	11 20% 52%	3 15% 14%	10 13% 48%	9 18% 43%	2 11% 10%	13 24% 62%	7 12% 33%	6 12% 29%
30% (30)	15 10% 100%	4 7% 27%	1 8% 7%	2 8% 13%	3 19% 20%		2 13% 13%	2 22% 13%	1 20% 7%	4 8% 27%	2 6% 13%	8 17% 53%	1 8% 7%	15 13% 100%		9 14% 60%	4 7% 27%	1 5% 7%	6 8% 40%	6 12% 40%	3 17% 20%	7 13% 47%	5 8% 33%	4 8% 27%
35% (35)	3 2% 100%	1 2% 33%		1 4% 33%	1 6% 33%					1 2% 33%	1 3% 33%	1 2% 33%		3 3% 100%		1 2% 33%	2 4% 67%		3 4% 100%			2 4% 67%	2 3% 67%	
40% (40)	12 8% 100%	4 7% 33%	1 8% 8%	1 4% 8%	1 6% 8%	2 29% 17%	1 6% 8%	1 11% 8%	1 20% 8%	4 8% 33%	3 9% 25%	3 7% 25%	2 15% 17%	10 9% 83%	2 7% 17%	3 5% 25%	6 11% 50%	3 15% 25%	8 11% 67%	2 4% 17%	2 11% 17%	5 9% 42%	7 12% 58%	1 2% 8%
44% (44)	1 1% 100%	1 2% 100%											1 8% 100%	1 1% 100%		1 2% 100%			1 1% 100%					1 2% 100%

TABLE 21 (CONT.) STANDARD PANEL

BY Q11b-
OTHER ACTIVITIES WITHIN THE CLASSROOM

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT- AL CITY	OTHER URBAN AREA	COUNT- RY TOWN	RURAL	GOVERN- MENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- ATED	PART OF A THEME	SUPER- ATE SUB- JECT
														MENT	MENT									
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q11b- OTHER ACTIVITIES WITHIN THE CLASSROOM																								
45% (45)	1 1% 100%	1 2% 100%											1 8% 100%	1 1% 100%		1 2% 100%				1 2% 100%				1 2% 100%
46% (46)	1 1% 100%	1 2% 100%									1 3% 100%			1 1% 100%		1 2% 100%			1 1% 100%				1 2% 100%	
50% (50)	23 16% 100%	7 13% 30%	2 17% 9%	6 23% 26%	2 13% 9%	2 29% 9%	2 13% 9%		2 40% 9%	10 20% 43%	6 17% 26%	5 11% 22%	2 15% 9%	16 14% 70%	7 23% 90%	9 14% 39%	9 16% 39%	2 10% 9%	14 18% 61%	8 16% 35%	1 6% 4%	6 11% 26%	10 17% 43%	8 16% 35%
55% (55)	5 3% 100%	2 4% 40%		2 8% 40%				1 11% 20%		2 4% 40%		2 4% 40%	1 8% 20%	4 3% 80%	1 3% 20%	1 2% 20%	3 5% 60%	1 5% 20%	4 8% 80%	1 2% 20%		2 4% 40%	4 7% 80%	
60% (60)	2 1% 100%	1 2% 50%		1 4% 50%							2 6% 100%			2 2% 100%		1 2% 50%		1 5% 50%	1 1% 50%		1 6% 50%	1 2% 50%	2 3% 100%	
NO INFORMATION	3 2% 100%	2 4% 67%					1 6% 33%			1 2% 33%		2 4% 67%		2 2% 67%	1 3% 33%	2 3% 67%			2 3% 67%	1 2% 33%		1 2% 33%	1 2% 33%	2 4% 67%
100% (100)	1 1% 100%					1 6% 100%				1 2% 100%				1 1% 100%			1 2% 100%		1 1% 100%					1 2% 100%
0% (0)	3 2% 100%	3 6% 100%									2 6% 67%	1 2% 33%		3 3% 100%			3 5% 100%			1 2% 33%	2 11% 67%			3 6% 100%
MEANS	29.6	28.7	26.3	32.1	25.0	34.3	33.0	28.9	35.0	31.1	28.5	27.6	34.2	29.5	30.3	28.7	30.1	29.3	33.0	26.8	24.7	29.3	32.6	25.4
STD. DEVIATION	16.0	15.7	14.2	16.7	13.9	14.3	21.5	11.9	18.7	17.4	17.2	13.6	14.9	16.5	14.1	13.9	18.1	15.8	16.4	14.3	15.9	13.1	15.4	18.4

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTROD -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 59%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q11c- PRACTICAL ACTIVITIES IN THE SCHOOLYARD																								
2% (2)	2 1% 100%	1 2% 50%		1 4% 50%						1 2% 50%	1 3% 50%			2 2% 100%		1 2% 50%	1 2% 50%		1 1% 50%	1 2% 50%				2 3% 100%
4% (4)	2 1% 100%	2 4% 100%										1 2% 50%	1 8% 50%	2 2% 100%		1 2% 50%	1 2% 50%		1 1% 50%	1 2% 50%				2 3% 100%
5% (5)	11 8% 100%	3 6% 27%	1 8% 9%	2 8% 18%	3 19% 27%			2 22% 18%		4 8% 36%	3 9% 27%	3 7% 27%	1 9% 9%	10 9% 91%	1 3% 9%	5 8% 45%	2 4% 18%	4 20% 36%	5 7% 45%	3 6% 27%	2 11% 18%	3 6% 27%	5 8% 45%	5 10% 45%
6% (6)	1 1% 100%				1 6% 100%							1 2% 100%		1 1% 100%		1 2% 100%					1 6% 100%			1 2% 100%
10% (10)	27 19% 100%	11 20% 41%	2 17% 7%	4 15% 15%	5 31% 19%	1 14% 4%	2 13% 7%	2 22% 7%		5 10% 19%	10 29% 37%	10 22% 37%	2 15% 7%	24 21% 89%	3 10% 11%	11 17% 41%	13 23% 48%	3 15% 11%	15 20% 56%	9 18% 33%	3 17% 11%	7 13% 26%	13 22% 48%	10 20% 37%
12% (12)	2 1% 100%		1 8% 50%				1 6% 50%			1 2% 50%		1 2% 50%		1 1% 50%	1 3% 50%	1 2% 50%	1 2% 50%			1 2% 50%	1 6% 50%	2 4% 100%		
13% (13)	3 2% 100%	1 2% 33%		1 4% 33%			1 6% 33%				1 3% 33%	2 4% 67%		2 2% 67%	1 3% 33%		3 5% 100%		3 4% 100%			1 2% 33%	2 3% 67%	1 2% 33%
15% (15)	10 7% 100%	5 9% 50%		1 4% 10%	1 6% 10%	1 14% 10%	1 6% 10%	1 11% 10%		3 6% 30%		5 11% 50%	2 15% 20%	9 8% 90%	1 3% 10%	4 6% 40%	3 5% 30%	3 15% 30%	4 5% 40%	4 8% 40%	2 11% 20%	7 13% 70%	5 8% 50%	2 4% 20%
20% (20)	21 14% 100%	7 13% 33%	2 17% 10%	4 15% 19%	2 13% 10%	2 29% 10%	2 13% 10%	1 11% 5%	1 20% 5%	6 16% 38%	6 17% 29%	7 15% 33%		16 14% 76%	5 17% 24%	7 11% 33%	10 18% 48%	4 20% 19%	12 16% 57%	8 16% 38%	1 6% 5%	9 17% 43%	8 13% 38%	6 12% 29%

TABLE 22 (CONT.) STANDARD PANEL

BY Q11c-

PRACTICAL ACTIVITIES IN THE SCHOOLYARD

TOTAL	STATE									LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
	NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNTY-TOWN	RURAL	GOVERNMENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH	INTROD-ATED	PART OF A THEME	SERIES SUBJECT	
													GOVERNMENT	NON GOVERNMENT										
145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	8 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	116 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%	
IN THE SCHOOLYARD																								
19 13% 100%	9 17% 47%	2 17% 11%	5 19% 26%			3 19% 16%			7 14% 37%	5 14% 26%	6 13% 32%	1 8% 5%	15 13% 79%	4 13% 21%	6 10% 32%	10 18% 53%	3 15% 16%	8 11% 42%	8 16% 42%	3 17% 16%	7 13% 37%	8 15% 47%	4 8% 21%	
10 7% 100%	4 7% 40%	2 17% 20%	1 4% 10%			1 6% 10%	1 11% 10%	1 20% 10%	3 6% 30%	2 4% 20%	4 9% 40%	1 8% 10%	5 4% 80%	5 17% 90%	6 10% 60%	1 2% 10%	1 5% 10%	6 8% 60%	4 8% 40%		2 4% 20%	4 7% 40%	5 10% 90%	
1 1% 100%					1 14% 100%							1 8% 100%	1 1% 100%		1 2% 100%			1 1% 100%						1 2% 100%
1 1% 100%		1 8% 100%							1 2% 100%				1 1% 100%			1 2% 100%			1 2% 100%				1 2% 100%	
1 1% 100%			1 4% 100%						1 2% 100%				1 1% 100%			1 2% 100%			1 1% 100%			1 2% 100%		
1 1% 100%								1 20% 100%		1 3% 100%			1 1% 100%		1 2% 100%			1 2% 100%			1 2% 100%			
3 2% 100%	2 4% 67%					1 6% 33%			1 2% 33%		2 4% 67%		2 2% 67%	1 3% 33%	2 3% 67%			2 3% 67%	1 2% 33%		1 2% 33%	1 2% 33%	2 4% 67%	
30 21% 100%	9 17% 30%	1 8% 3%	6 23% 20%	4 25% 13%	2 29% 7%	4 25% 13%	2 22% 7%	2 40% 7%	16 31% 53%	6 17% 20%	4 9% 13%	4 31% 13%	22 19% 73%	8 27% 27%	16 25% 53%	9 16% 30%	2 10% 7%	17 22% 57%	8 16% 27%	5 28% 17%	12 22% 40%	9 15% 30%	14 27% 47%	
13.6 11.3	13.6 9.8	18.9 11.8	14.0 12.4	8.0 6.5	14.3 12.4	13.7 10.4	10.6 9.8	22.0 24.9	12.9 12.4	14.1 12.3	14.8 8.8	11.5 12.0	13.4 11.3	14.7 11.4	12.9 12.2	14.5 10.6	14.0 9.0	13.3 11.0	15.6 12.2	10.3 9.0	14.3 12.3	13.1 9.5	12.9 11.5	

TABLE 23

OUT & ABOUT ROAD SAFETY-TEACHERS QUEST'NAIRE - JUNE 1989

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STANDARD PANEL
 *BY Q11d-
 PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON- GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	86 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q11d- PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD																								
1% (1)	3 2% 100%	3 6% 100%										1 2% 33%	2 15% 67%	3 3% 100%		2 3% 67%	1 2% 33%		2 3% 67%	1 2% 33%			2 3% 67%	1 2% 33%
2% (2)	3 2% 100%	2 4% 67%		1 4% 33%							2 6% 67%	1 2% 33%		3 3% 100%		2 3% 67%	1 2% 33%		2 3% 67%		1 6% 33%	2 4% 67%	2 3% 67%	
5% (5)	13 9% 100%	2 4% 15%	1 8% 8%	4 15% 31%	2 13% 15%	2 29% 15%	1 6% 8%	1 11% 8%		7 14% 54%	3 9% 23%	2 4% 15%	1 8% 8%	11 10% 85%	2 7% 15%	5 8% 38%	4 7% 31%	4 20% 31%	8 11% 62%	4 8% 31%		4 7% 31%	8 13% 62%	5 10% 38%
10% (10)	37 26% 100%	15 28% 41%	2 17% 5%	5 19% 14%	4 25% 11%	2 29% 9%	5 31% 14%	3 33% 8%	1 20% 3%	9 18% 24%	15 43% 41%	12 26% 32%	1 8% 3%	31 27% 84%	6 20% 16%	14 22% 38%	19 34% 51%	3 15% 8%	20 26% 54%	9 18% 24%	8 44% 22%	13 24% 35%	17 28% 46%	10 20% 27%
12% (12)	2 1% 100%			1 4% 50%			1 6% 50%					2 4% 100%		1 1% 50%	1 3% 50%		2 4% 100%		2 3% 100%				1 2% 50%	1 2% 50%
13% (13)	2 1% 100%		1 8% 50%				1 6% 50%			1 2% 50%		1 2% 50%		1 1% 50%	1 3% 50%	1 2% 50%	1 2% 50%			1 2% 50%	1 6% 50%	2 4% 100%		
15% (15)	9 6% 100%	4 7% 44%	1 8% 11%		2 13% 22%		1 6% 11%	1 11% 11%		3 6% 33%		5 11% 56%	1 8% 11%	8 7% 89%	1 3% 11%	5 8% 54%	1 2% 11%	3 15% 33%	4 5% 44%	4 8% 44%	1 6% 11%	5 9% 54%	4 7% 44%	1 2% 11%
20% (20)	12 8% 100%	3 6% 25%	1 8% 8%	4 15% 33%	2 13% 17%			1 11% 8%	1 20% 8%	4 8% 33%	1 3% 8%	6 13% 50%	1 8% 8%	7 6% 58%	5 17% 42%	3 5% 25%	7 13% 58%	2 10% 17%	7 9% 58%	5 10% 42%		3 6% 25%	5 8% 42%	5 10% 42%
25% (25)	8 6% 100%	2 4% 25%	2 17% 25%	1 4% 13%	1 6% 13%	1 14% 13%	1 6% 13%			5 10% 63%	2 6% 25%	1 2% 13%		6 5% 75%	2 7% 25%	3 5% 38%	4 7% 50%	1 5% 13%	4 5% 50%	3 6% 38%	1 6% 13%	6 11% 75%	3 5% 38%	2 4% 25%

TABLE 23 (CONT.) STANDARD PANEL

*BY Q114-
PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	NY	MA	OLD	TAB	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -NY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q114- PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD																								
30% (30)	2 1% 100%							1 11% 50%	1 20% 50%		1 3% 50%	1 2% 50%		1 1% 50%	1 3% 50%	2 3% 100%			1 1% 50%	1 2% 50%		1 2% 50%		1 2% 50%
40% (40)	1 1% 100%	1 2% 100%											1 8% 100%	1 1% 100%					1 2% 100%				1 2% 100%	
NO INFORMATION	3 2% 100%	2 4% 67%					1 6% 33%			1 2% 33%		2 4% 67%		2 2% 67%	1 3% 33%	2 3% 67%			2 3% 67%	1 2% 33%		1 2% 33%	1 2% 33%	2 4% 67%
0% (0)	50 34% 100%	20 37% 40%	4 33% 8%	11 42% 22%	4 25% 8%	2 29% 4%	5 31% 10%	2 22% 4%	2 40% 4%	21 41% 42%	11 31% 22%	12 26% 24%	6 46% 12%	40 35% 80%	10 33% 20%	24 38% 48%	16 29% 32%	7 35% 14%	24 32% 48%	20 40% 40%	6 33% 12%	17 31% 34%	16 27% 32%	23 45% 46%
MEANS	8.2	7.3	10.3	7.2	9.2	7.9	8.0	11.1	12.0	7.8	7.7	9.5	7.1	7.8	10.0	7.4	9.0	8.0	8.1	8.8	7.5	9.3	8.6	6.8
STD. DEVIATION	8.5	8.6	9.6	8.1	8.1	8.6	7.2	9.4	13.0	8.6	7.8	8.0	11.9	8.3	9.3	8.5	7.9	8.0	8.1	9.9	6.9	8.9	8.4	8.4

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THEME	SUPER -SITE SUB -JECT	
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	54	60	51	
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	100%	37%	8%	16%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%	
Q12-HOW OUT AND ABOUT USED																									
NETT OUT AND ABOUT COMPLAINTS																									
RESPONDENTS	116	45	9	22	14	5	12	9	2	42	27	39	10	93	25	51	49	17	64	40	14	44	47	43	
	81%	83%	75%	85%	88%	71%	75%	100%	40%	82%	77%	85%	77%	81%	83%	81%	88%	85%	84%	80%	78%	81%	78%	84%	
	100%	38%	8%	19%	12%	4%	10%	8%	2%	36%	23%	33%	8%	79%	21%	43%	42%	14%	54%	34%	12%	37%	40%	36%	
CHILDREN WORKED THROUGH ACTIVITIES IN BOOK	100	35	9	21	11	5	9	8	2	34	24	34	8	78	22	43	45	12	59	30	11	38	40	37	
	69%	65%	75%	81%	69%	71%	56%	89%	40%	67%	69%	74%	62%	68%	73%	68%	80%	60%	78%	60%	61%	70%	67%	73%	
	100%	35%	9%	21%	11%	5%	9%	8%	2%	34%	24%	34%	8%	78%	22%	43%	45%	12%	59%	30%	11%	38%	40%	37%	
GENERAL DISCUSSION/ DISCUSSIONS/ INITIAL EXCHANGE OF IDEAS	43	21	4	8	6	1	2	1		13	9	14	5	34	9	18	19	6	23	15	5	12	18	21	
	30%	39%	33%	31%	38%	14%	13%	11%		25%	24%	35%	38%	30%	30%	29%	34%	30%	30%	30%	28%	22%	30%	41%	
	100%	49%	9%	19%	14%	2%	5%	2%		30%	21%	37%	12%	79%	21%	42%	44%	14%	53%	35%	12%	28%	42%	49%	
WATCHED VIDEO/ WATCHED AND DISCUSSED VIDEO	32	15	5	9	2		2	2	1	15	7	7	3	25	7	10	10	12	16	11	5	11	14	13	
	22%	28%	42%	19%	13%		13%	22%	20%	29%	20%	15%	23%	22%	23%	16%	18%	60%	21%	22%	28%	20%	23%	25%	
	100%	47%	16%	18%	6%		6%	6%	3%	47%	22%	22%	9%	78%	22%	31%	31%	38%	50%	34%	16%	34%	44%	41%	
BUILT UP THE POSTER/DISCUSSED/ MADE POSTERS	27	10	3	6	1		4	2	1	12	7	7	1	19	8	11	9	6	13	12	2	11	13	11	
	19%	19%	25%	23%	6%		25%	22%	20%	24%	20%	15%	8%	17%	27%	17%	16%	30%	17%	24%	11%	20%	22%	22%	
	100%	37%	11%	22%	4%		15%	7%	4%	44%	26%	26%	4%	70%	30%	41%	33%	22%	48%	44%	7%	41%	48%	41%	
NETT DISCUSSIONS ON SPECIFIC TOPICS																									
RESPONDENTS	79	37	5	14	8	2	8	3	2	30	18	25	6	59	20	35	34	8	38	33	8	28	32	30	
	54%	69%	42%	54%	50%	29%	50%	33%	40%	59%	51%	54%	46%	51%	67%	56%	61%	40%	50%	66%	44%	52%	53%	59%	
	100%	47%	6%	18%	10%	3%	10%	4%	3%	38%	23%	32%	8%	75%	25%	44%	43%	10%	48%	42%	10%	35%	41%	38%	
DISCUSSED IDEAS IN WORKBOOK	41	20	2	8	3	2	5	1		14	10	13	4	32	9	17	20	3	19	15	7	15	15	19	
	28%	37%	17%	31%	19%	29%	31%	11%		27%	29%	28%	31%	28%	30%	27%	36%	15%	25%	30%	39%	28%	25%	37%	
	100%	49%	5%	20%	7%	5%	12%	2%		34%	24%	32%	10%	78%	22%	41%	49%	7%	46%	37%	17%	37%	37%	46%	
DISCUSSED SAFE PLACES TO WALK/ PLAY/SAFETY THEME	33	13	4	7	2		4	2	1	17	7	9		24	9	15	13	5	17	15	1	13	13	11	
	23%	24%	33%	27%	13%		25%	22%	20%	33%	20%	20%		21%	30%	24%	23%	25%	22%	30%	6%	24%	22%	22%	
	100%	39%	12%	21%	6%		12%	6%	3%	52%	21%	27%		73%	27%	45%	39%	15%	52%	45%	3%	39%	39%	33%	
TALKED ABOUT/ VISITED SAFETY HOUSES	3	1										1		1		1				1			1		
	1%	2%										2%		1%		2%				2%			2%		
	100%	100%										100%		100%		100%				100%			100%		

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	WA	NT	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN-MENT	NON GOVERN-MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER-ATED	PART OF A THEME	SEPER-ATE SUB-JECT	
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	54	20	76	50	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q12-HOW OUT AND ABOUT USED																								
TALKED ABOUT TRAFFIC RULES/WHY WE NEED/TRAFFIC AND RULES	18	3		6	4		4		1	11	1	5	1	12	6	10	7		6	11	1	5	9	6
	12%	6%		23%	25%		25%		20%	22%	3%	11%	8%	10%	20%	16%	13%		8%	22%	6%	9%	15%	12%
	100%	17%		33%	22%		22%		6%	61%	6%	28%	6%	67%	33%	56%	39%		33%	61%	6%	28%	50%	33%
DISCUSSED NEED FOR SEAT BELTS/PASSENGER SAFETY RULES	18	10	2	2	1		2		1	9	2	7		13	5	8	7	3	6	11	1	7	7	7
	12%	19%	17%	8%	6%		13%		20%	18%	6%	15%		11%	17%	13%	13%	15%	8%	22%	6%	13%	12%	14%
	100%	56%	11%	11%	6%		11%		6%	50%	11%	39%		72%	28%	44%	39%	17%	33%	61%	6%	39%	39%	39%
OTHER DISCUSSIONS (COLOURS/ANIMALS)	9	4		1	2			2		3	2	2	2	6	3	4	2	3	6	2	1	5	2	3
	6%	7%		4%	13%			22%		6%	6%	4%	15%	5%	10%	6%	4%	15%	8%	4%	6%	9%	3%	6%
	100%	44%		11%	22%			22%		33%	22%	22%	22%	67%	33%	44%	22%	33%	67%	22%	11%	56%	22%	33%
WENT OUTSIDE ACTIVITIES																								
RESPONDENTS	72	25	7	14	10	3	6	5	2	25	18	27	2	51	21	34	29	8	41	23	8	27	31	24
	50%	46%	58%	54%	63%	43%	38%	56%	40%	49%	51%	59%	15%	44%	70%	54%	52%	40%	54%	46%	44%	50%	52%	47%
	100%	35%	10%	19%	14%	4%	8%	7%	3%	35%	25%	38%	3%	71%	29%	47%	40%	11%	57%	32%	11%	38%	43%	33%
WALKS/EXCURSIONS AWAY FROM SCHOOL/USING SAFETY RULES	34	12	6	5	2	1	4	3	1	11	8	14	1	24	10	12	15	4	21	9	4	10	15	13
	23%	22%	50%	19%	13%	14%	25%	33%	20%	22%	23%	30%	8%	21%	33%	19%	27%	30%	28%	18%	22%	19%	25%	25%
	100%	35%	18%	15%	6%	3%	12%	9%	3%	32%	24%	41%	3%	71%	29%	35%	44%	18%	62%	24%	12%	29%	44%	38%
WATCHED TRAFFIC OUTSIDE/IN TOWN/NEAR SCHOOL	18	8		5	1		2		2	6	4	8		13	5	8	9		10	7	1	8	7	5
	12%	15%		19%	6%		13%		40%	12%	11%	17%		11%	17%	13%	16%		13%	14%	6%	15%	12%	10%
	100%	44%		28%	6%		11%		11%	33%	22%	44%		72%	28%	44%	50%		56%	39%	6%	44%	39%	28%
LISTENED TO TRAFFIC	8	5		3						2	1	5		7	1	4	4		4	4		3	4	1
	6%	9%		12%						4%	3%	11%		6%	3%	6%	7%		5%	8%		6%	7%	2%
	100%	63%		38%						25%	13%	63%		88%	13%	50%	50%		50%	50%		38%	50%	13%
LOOKED FOR SAFE DRIVERS/TALKED ABOUT CARS ON ROAD	2	2									1	1		2		1	1		1		1	1	2	
	1%	4%									3%	2%		2%		2%	2%		1%		6%	2%	3%	
	100%	100%									50%	50%		100%		50%	50%		50%		50%	100%		
EXCURSIONS TO DANGER SPOTS ON ROADS	3	1		2						1		2		2	1	1	2		3			1	2	1
	2%	2%		8%						2%		4%		2%	3%	2%	4%		4%			2%	3%	2%
	100%	33%		67%						33%		67%		67%	33%	33%	67%		100%			33%	67%	33%

TABLE 24 (CONT.) STANDARD PANEL *BY* Q12-NOW OUT AND ABOUT USED

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NOW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THREE	SEPER- -ATE SUB- JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q12-NOW OUT AND ABOUT USED																								
PRACTISED CROSSING/ CROSSED ROADS	29	6	2	8	5	2	2	4		11	5	12	1	20	9	15	12	2	17	8	4	10	10	12
	20%	11%	17%	31%	31%	29%	13%	44%		22%	14%	26%	8%	17%	30%	24%	21%	10%	22%	16%	22%	19%	17%	24%
	100%	21%	7%	28%	17%	7%	7%	14%		38%	17%	41%	3%	69%	31%	52%	41%	7%	59%	28%	14%	34%	34%	41%
TRAVELLED ON BUSES/ TRAINS	7	3	1	3						6		1		6	1	1	2	4	3	4		3	3	2
	5%	6%	8%	12%						12%		2%		5%	3%	2%	4%	20%	4%	8%		6%	5%	4%
	100%	43%	14%	43%						86%		14%		86%	14%	14%	29%	57%	43%	57%		43%	43%	29%
LOOKED AT SIGNS AND DISCUSSED MEANINGS	12	3	2	2	3	1	1			6	2	3	1	8	4	8	3	1	9	2	1	2	7	4
	8%	6%	17%	8%	19%	14%	6%			12%	6%	7%	8%	7%	13%	13%	5%	5%	12%	4%	6%	4%	12%	8%
	100%	25%	17%	17%	25%	8%	8%			50%	17%	25%	8%	67%	33%	67%	25%	6%	75%	17%	8%	17%	58%	33%
VISITED POLICE STATION/LOCAL TRAFFIC SCHOOL/DECA	9	2		2	4	1				2	3	4		7	2	8	3	1	4	4	1	3	7	2
	6%	4%		8%	25%	14%				4%	9%	9%		6%	7%	8%	5%	5%	5%	8%	6%	6%	12%	4%
	100%	22%		22%	44%	11%				22%	33%	44%		78%	22%	56%	33%	11%	44%	44%	11%	33%	78%	22%
USED A CAR TO DISCUSS PASSENGER SAFETY SEATS/SEAT BELTS	5	2			1	1		1		1	2	2		2	3	3	1	1	3	2		1	3	2
	3%	4%			6%	14%		11%		2%	6%	4%		2%	10%	5%	2%	5%	4%	4%		2%	5%	4%
	100%	40%			20%	20%		20%		20%	40%	40%		40%	60%	60%	20%	20%	60%	40%		20%	60%	40%
BUILT A ROADWAY/ CROSSINGS/ETC IN PLAYGROUND	1				1					1				1			1		1				1	
	1%				6%					2%				1%			2%		1%				2%	
	100%				100%					100%				100%			100%		100%				100%	
OTHER OUTDOOR ACTIVITIES	4	1	1		1	1				2	1	1		1	3	2	1	1	2	2		1	3	1
	3%	2%	8%		6%	14%				4%	3%	2%		1%	10%	3%	2%	5%	3%	4%		2%	5%	2%
	100%	25%	25%		25%	25%				50%	25%	25%		25%	75%	50%	25%	25%	50%	50%		25%	75%	25%
NETT CLASSROOM ACTIVITIES																								
RESPONDENTS	103	37	6	18	12	6	13	8	3	32	31	29	11	83	20	47	35	18	54	34	15	42	46	31
	71%	69%	50%	69%	75%	66%	81%	89%	60%	63%	89%	63%	85%	72%	47%	75%	63%	90%	71%	68%	83%	78%	77%	61%
	100%	36%	6%	17%	12%	6%	13%	8%	3%	31%	30%	28%	11%	81%	19%	46%	34%	17%	52%	33%	15%	41%	45%	30%
MADE A MOCK TOWN/ TRAFFIC LIGHTS/ ROAD IN CLASSROOM	27	10		4	2	3	5	3		6	7	6	8	22	5	13	7	5	16	7	4	12	10	7
	19%	19%		15%	13%	43%	31%	33%		12%	20%	13%	62%	19%	17%	21%	13%	25%	21%	14%	22%	22%	17%	14%
	100%	37%		15%	7%	11%	19%	11%		22%	26%	22%	30%	81%	19%	48%	26%	19%	59%	26%	15%	44%	37%	26%

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1969

TABLE 14 (CONT.) STANDARD PANEL *BY* Q12-NOW OUT AND ABOUT USED

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			NOW USED		
		NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTERIOR -ATED	PART OF A THREE	SEPER -ATE SUB -JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	54	20	76	80	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		37%	8%	18%	11%	5%	22%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q12-NOW OUT AND ABOUT USED																								
DRAMA/PLAYS/MIME/ POEMS	21	7	4	2	2	3	3			8	3	6	4	17	4	11	6	3	10	6	5	8	9	8
	14%	13%	33%	8%	13%	43%	19%			16%	9%	13%	31%	15%	13%	17%	11%	15%	13%	12%	26%	15%	15%	16%
	100%	33%	19%	10%	10%	14%	14%			38%	14%	29%	19%	81%	19%	52%	29%	14%	48%	29%	24%	38%	43%	38%
ART AND CRAFT/DRAW CLOTHING/MADE YELLOW RAINCOATS/ DRAWING	30	13	4	3	1	4	3	1	1	12	11	4	3	22	8	12	9	9	10	8	4	10	12	13
	21%	24%	33%	12%	6%	57%	19%	11%	20%	24%	31%	9%	23%	19%	27%	19%	14%	45%	24%	14%	22%	19%	20%	25%
	100%	43%	13%	10%	3%	13%	10%	3%	3%	40%	37%	13%	10%	73%	27%	40%	30%	30%	60%	27%	13%	33%	40%	43%
ROLE PLAY/ PRETENDED THEY WERE CARS AND STUDENTS	20	10	2	2		2	2	1	1	4	4	7	3	16	4	10	4	4	10	7	3	6	9	7
	14%	19%	17%	8%		29%	13%	11%	20%	8%	17%	15%	23%	14%	13%	16%	7%	20%	13%	14%	17%	11%	15%	14%
	100%	50%	10%	10%		10%	10%	5%	5%	20%	30%	35%	15%	90%	20%	50%	20%	20%	50%	35%	15%	30%	45%	35%
WROTE STORIES/HAD STORIES/CREATIVE WRITING	16	7	1		2	2	3		1	4	2	8	2	10	6	6	7	3	7	8	1	4	8	6
	11%	13%	8%		13%	29%	19%		20%	8%	6%	17%	15%	9%	20%	10%	13%	15%	9%	16%	6%	7%	13%	12%
	100%	44%	6%		13%	13%	19%		6%	25%	13%	50%	13%	63%	38%	38%	44%	19%	44%	50%	6%	25%	50%	38%
USED MILK CARTONS/ MILK CARTONS MODEL	16	4		7	2		2		2	4	7	5	1	16	1	7	4	6	13		4	9	10	2
	11%	7%		27%	13%		13%		40%	8%	20%	11%	8%	14%	3%	11%	7%	30%	17%		22%	17%	17%	4%
	100%	25%		44%	13%		13%		13%	25%	44%	31%	6%	100%	6%	44%	28%	38%	81%		25%	56%	63%	13%
SANG SAFETY SONGS/ MUSIC AND SINGING	8	3		2		2		1		2	4	1	1	7	1	4	2	2	5		3	4	2	4
	6%	6%		8%		29%		11%		4%	11%	2%	8%	6%	3%	6%	4%	10%	7%		17%	7%	3%	8%
	100%	38%		28%		25%		13%		25%	50%	13%	13%	88%	13%	50%	25%	25%	63%		38%	50%	25%	50%
HELD A SURVEY ABOUT HOW CHILDREN CAME TO SCHOOL	3	1		1			1			1		2		3			3		1		2	2		2
	2%	2%		4%			6%			2%		4%		3%			5%		1%		11%	4%		4%
	100%	33%		33%			33%			33%		67%		100%			100%		33%		67%	67%		67%
DREW MAPS OF QUICKEST, SAFEST WAY TO SCHOOL	3	1		1					1	2		1		1	2	1	2		2	1		1	1	1
	2%	2%		4%					20%	4%		2%		1%	7%	2%	4%		3%	2%		2%	2%	2%
	100%	33%		33%					33%	67%		33%		33%	67%	33%	67%		67%	33%		33%	33%	33%
HAD PICTURE TALKS	7	6					1				4	3		7			3	3	5	2		2	5	1
	5%	11%					4%				11%	7%		6%			8%	15%	7%	4%		4%	8%	2%
	100%	86%					14%				57%	43%		100%			43%	43%	71%	29%		29%	71%	14%
MADE ROAD SAFETY SIGNS	1	1											1	1		1			1					1
	1%	2%											8%	1%		2%			1%					2%
	100%	100%											100%	100%		100%			100%					100%

TABLE 24 (CONT.) STANDARD PANEL "BY" Q12-HOW OUT AND ABOUT USED

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTROD -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
Q12-HOW OUT AND ABOUT USED																								
INTEGRATED WITH OTHER LESSONS/ MATHS/ENGLISH/ HEALTH	26 18% 100%	10 19% 38%		6 23% 23%	4 25% 15%	2 29% 8%	2 13% 8%	1 11% 4%	1 20% 4%	6 12% 23%	10 29% 38%	8 17% 31%	2 15% 8%	20 17% 77%	6 20% 23%	14 22% 54%	8 14% 31%	4 20% 15%	15 20% 58%	6 12% 23%	5 28% 19%	10 19% 38%	15 25% 58%	7 14% 27%
USED IN CONJUNCTION WITH STREETS AHEAD/ ROADWORK	13 9% 100%	1 2% 8%	1 8% 8%	3 12% 23%	4 25% 31%		1 6% 8%	2 22% 15%	1 20% 8%	4 8% 31%	5 14% 38%	4 9% 31%		10 9% 77%	3 10% 23%	4 6% 31%	6 11% 46%	3 15% 23%	5 7% 38%	6 12% 46%	2 11% 15%	9 17% 69%	7 12% 54%	2 4% 15%
TALKS FROM POLICE/ ROAD SAFETY PEOPLE/ LOLLYPOP PEOPLE	19 13% 100%	4 7% 21%	2 17% 11%	6 23% 32%	2 13% 11%		2 13% 11%	2 22% 11%	1 20% 5%	8 16% 42%	4 11% 21%	5 11% 26%	2 15% 11%	14 12% 74%	5 17% 26%	8 13% 42%	5 9% 26%	4 20% 21%	9 12% 47%	6 12% 32%	4 22% 21%	8 15% 42%	6 10% 32%	5 10% 26%
CHILDREN RELATED HOME DISCUSSIONS	2 1% 100%			1 4% 50%	1 6% 50%					1 2% 50%	1 3% 50%			1 1% 50%	1 3% 50%	1 2% 50%	1 2% 50%		2 3% 100%			1 2% 50%	2 3% 100%	
OTHER CLASSROOM ACTIVITIES	16 11% 100%	6 11% 38%	1 8% 6%	2 8% 13%	1 6% 6%	3 43% 19%	2 13% 13%	1 11% 6%		5 10% 31%	5 14% 31%	2 4% 13%	4 31% 25%	12 10% 75%	4 13% 25%	9 14% 56%	4 7% 25%	3 15% 19%	12 16% 75%	2 4% 13%	2 11% 13%	4 7% 25%	10 17% 63%	3 6% 19%
NETT BICYCLE TOPICS/ACTIVITIES RESPONDENTS	63 43% 100%	27 50% 43%	5 42% 8%	11 42% 17%	6 38% 10%	3 43% 5%	10 63% 16%	1 11% 2%		25 49% 40%	14 40% 22%	16 39% 29%	6 46% 10%	51 44% 81%	12 40% 19%	24 38% 38%	30 54% 48%	8 40% 13%	24 32% 38%	31 62% 49%	8 44% 13%	22 41% 35%	28 47% 44%	24 47% 38%
CHILDREN BROUGHT IN BIKES/CHECKED THEM/LOOKED AT BIKES	14 10% 100%	6 11% 43%	1 8% 7%	5 19% 36%	2 13% 14%					6 12% 43%	2 6% 14%	5 11% 36%	1 8% 7%	12 10% 86%	2 7% 14%	4 6% 29%	7 13% 50%	3 15% 21%	5 7% 36%	8 16% 57%	1 6% 7%	6 11% 43%	7 12% 50%	4 8% 29%
DISCUSSED SAFETY WHEN RIDING BIKES	15 10% 100%	8 15% 53%	2 17% 13%	1 4% 7%	2 13% 13%		2 13% 13%			8 16% 53%	2 6% 13%	4 9% 27%	1 8% 7%	14 12% 93%	1 3% 7%	4 6% 27%	8 14% 53%	3 15% 20%	3 4% 20%	10 20% 67%	2 11% 13%	8 15% 53%	6 10% 40%	4 8% 27%
DISCUSSED NEED FOR HELMETS/BIKE HELMETS	9 6% 100%	3 6% 33%		2 8% 22%	1 6% 11%	2 29% 22%	1 6% 11%			4 8% 44%	2 6% 22%	2 4% 22%	1 8% 11%	7 6% 78%	2 7% 22%	4 6% 44%	5 9% 56%		3 7% 56%	3 6% 33%	1 6% 11%	2 4% 22%	7 12% 78%	4 8% 44%

OUT & ABOUT ROAD SAFETY-TEACHERS QUEST'NAIRE - JUNE 1989

TABLE 24 (CONT.) STANDARD PANEL *BY* Q12-NOW OUT AND ABOUT USED

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THEME	SEPER- -ATE SUB- -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	91 100% 35%
Q12-NOW OUT AND ABOUT USED																								
RODE BIKES/ PRACTICAL BIKE RIDING/HAND SIGNALS	8 6% 100%	1 2% 13%	1 8% 13%	3 19% 38%			2 13% 25%	1 11% 13%		5 10% 63%	1 3% 13%	2 4% 25%		4 3% 50%	4 13% 50%	3 5% 38%	5 9% 63%		3 4% 38%	5 10% 63%		1 2% 13%	3 5% 38%	4 8% 50%
BICYCLE TRAINING COURSE/ CONCENTRATED ON BIKE PROGRAM	9 6% 100%	6 11% 67%		3 12% 33%						2 4% 22%	1 3% 11%	5 11% 56%	1 8% 11%	8 7% 89%	1 3% 11%	2 3% 22%	6 11% 67%		1 1% 11%	7 14% 78%	1 6% 11%	2 4% 22%	5 8% 56%	3 6% 33%
OTHER BICYCLE ACTIVITIES	4 3% 100%	2 4% 50%			1 14% 25%	1 6% 25%				2 4% 50%		2 4% 50%		3 3% 75%	1 3% 25%	1 2% 25%	3 5% 75%			2 4% 50%	2 11% 50%		3 5% 75%	2 4% 50%
USED STICKERS AS REWARDS/GOOD WORK	4 3% 100%	1 2% 25%		1 4% 25%			2 13% 50%					1 2% 25%	1 8% 25%	4 3% 100%			3 5% 75%	1 5% 25%		2 4% 50%	2 11% 50%		3 5% 75%	1 2% 25%
SENT PARENTS' GUIDE HOME	4 3% 100%	1 2% 25%		1 4% 25%	2 13% 50%					2 4% 50%	2 6% 50%			3 3% 75%	1 3% 25%	1 2% 25%	3 5% 75%		3 4% 75%	1 2% 25%		2 4% 50%	3 5% 75%	
OTHER ACTIVITIES UNDERTAKEN	8 6% 100%	4 7% 50%		2 8% 25%	2 13% 25%					3 6% 38%	2 6% 25%	3 7% 38%		7 6% 88%	1 3% 13%	1 2% 13%	2 4% 25%	5 25% 63%	2 3% 25%	5 10% 63%	1 6% 13%	4 7% 50%	3 5% 38%	3 6% 38%
REMOTE RURAL/NO REAL TRAFFIC EXPERIENCE	5 3% 100%	4 7% 80%			1 14% 20%							3 7% 60%	2 15% 40%	5 4% 100%		4 6% 80%		1 5% 20%	3 4% 60%	1 2% 20%	1 6% 20%	3 2% 20%	3 5% 60%	2 4% 40%
HIT EXCELLENT/VERY GOOD/OUTSTANDING/ VIDEO EXCELLENT	8 6% 100%	2 4% 25%	3 25% 38%	1 4% 13%		2 13% 25%				6 12% 75%			2 15% 25%	5 4% 63%	3 10% 38%	5 8% 63%	3 5% 38%		5 7% 63%	2 4% 25%	1 6% 13%	2 25% 25%	2 3% 25%	5 10% 63%
MORE PICTURES FOR SMALLER CHILDREN	3 2% 100%	2 4% 67%				1 6% 33%				1 2% 33%	1 3% 33%	1 2% 33%		2 2% 67%	1 3% 33%	1 2% 33%	2 4% 67%		2 3% 67%		1 6% 33%	3 6% 100%	1 2% 33%	1 2% 33%
HAVE JUST BEGUN USING/HAVEN'T FINISHED IT YET	5 3% 100%	1 2% 20%		2 8% 40%		2 13% 40%				2 4% 40%	2 6% 40%	1 2% 20%		3 3% 60%	2 7% 40%	2 3% 40%	2 4% 40%	1 5% 20%	2 3% 40%	3 6% 60%		1 2% 20%	2 3% 40%	4 8% 80%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	NY	WA	OLD	TAB	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -NY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THREE	SEPER- -ATE SUB- JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	54	60	91
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	61%	95%
Q12-HOW OUT AND ABOUT USED																								
AS UNIT/THEME	9	6		1	1		1			1	4	4		9		4	3	1	5	4		2	9	
	6%	11%		4%	6%		6%			2%	11%	9%		6%		6%	5%	5%	7%	8%		4%	15%	
	100%	67%		11%	11%		11%			11%	44%	44%		100%		44%	33%	11%	56%	44%		22%	100%	
ALL OTHER POSITIVE	10	4	1	2	1	1	1			3	1	5	1	8	2	5	4	1	5	5		3	8	1
	7%	7%	8%	8%	6%	14%	6%			6%	3%	11%	8%	7%	7%	8%	7%	5%	7%	10%		6%	13%	2%
	100%	40%	10%	20%	10%	10%	10%			30%	10%	50%	10%	80%	20%	50%	40%	10%	50%	50%		30%	80%	10%
ALL OTHER NEGATIVE	9	3		3	1	1			1	3	2	4		8	1	6	2		6	2	1	3	6	2
	6%	6%		12%	6%	14%			20%	6%	6%	9%		7%	3%	10%	4%		8%	4%	6%	6%	10%	4%
	100%	33%		33%	11%	11%			11%	33%	22%	44%		89%	11%	67%	22%		67%	22%	11%	33%	67%	22%
NO INFORMATION	5	2	1			1			1	3		2		4	1	2	1		3	1	1	2	2	2
	3%	4%	8%			14%			20%	6%		4%		3%	3%	3%	2%		4%	2%	6%	4%	3%	4%
	100%	40%	20%			20%			20%	60%		40%		80%	20%	40%	20%		40%	20%	20%	40%	40%	40%
NO RESPONSE	1		1							1				1				1						1
	1%		8%							2%				1%				5%						2%
	100%		100%							100%				100%				100%						100%

TABLE 25

STANDARD PANEL
 *BY Q13a(i)-TIME ALLOCATION IN FUTURE
 CHILDREN'S ACTIVITY BOOKS
 FILTERS: CHANGE TO TIME ALLOCATION

	TOTAL	STATE							LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THEME	SEPER -ATE SUB -JECT	
RESPONDENTS	45 100% 100%	18 100% 40%	4 100% 9%	8 100% 18%	7 100% 16%	4 100% 9%	3 100% 7%	1 100% 2%	18 100% 40%	11 100% 24%	12 100% 27%	4 100% 9%	36 100% 80%	9 100% 20%	18 100% 40%	19 100% 42%	7 100% 16%	24 100% 53%	20 100% 44%	1 100% 2%	11 100% 24%	21 100% 47%	19 100% 42%	
Q13a(i)-TIME ALLOCATION IN FUTURE CHILDREN'S ACTIVITY BOOKS																								
10% (10)	1 2% 100%					1 25% 100%				1 9% 100%				1 11% 100%	1 6% 100%			1 4% 100%					1 5% 100%	
20% (20)	3 7% 100%	2 11% 67%				1 25% 33%				1 9% 33%	1 8% 33%	1 25% 33%	3 8% 100%		1 6% 33%	2 11% 67%		1 4% 33%	2 10% 67%			1 5% 33%	2 11% 67%	
25% (25)	4 9% 100%		1 25% 25%	1 13% 25%	1 14% 25%	1 25% 25%			1 6% 25%	1 9% 25%	1 8% 25%	1 25% 25%	4 11% 100%		2 11% 50%	2 11% 50%		4 17% 100%				2 10% 50%	2 11% 50%	
30% (30)	5 11% 100%	2 11% 40%	1 25% 20%	2 25% 40%					2 11% 40%	1 9% 20%	2 17% 40%		3 8% 60%	2 22% 40%	1 6% 20%	1 5% 20%	3 43% 60%	3 13% 60%	2 10% 40%		2 18% 40%	4 19% 80%	1 5% 20%	
35% (35)	1 2% 100%					1 25% 100%			1 6% 100%				1 3% 100%			1 5% 100%		1 4% 100%				1 5% 100%		
40% (40)	8 18% 100%	4 22% 50%		2 25% 25%	1 14% 13%			1 100% 13%	5 28% 63%	3 27% 36%			6 17% 75%	2 22% 25%	4 22% 50%	1 5% 13%	2 29% 25%	1 4% 13%	7 35% 88%		4 36% 50%	3 14% 38%	2 11% 25%	
45% (45)	2 4% 100%	1 6% 50%					1 33% 50%			2 18% 100%			2 6% 100%			2 11% 100%		2 8% 100%				1 9% 50%	1 5% 50%	1 5% 50%
50% (50)	9 20% 100%	2 11% 22%	2 50% 22%	2 25% 22%	1 14% 11%		2 67% 22%		4 22% 44%	2 18% 22%	2 17% 22%	1 25% 11%	8 22% 89%	1 11% 11%	4 22% 44%	3 16% 33%	2 29% 22%	5 21% 56%	3 15% 33%	1 100% 11%	2 18% 22%	5 24% 56%	4 21% 44%	
60% (60)	5 11% 100%	3 17% 60%			2 29% 40%				2 11% 40%		2 17% 40%	1 25% 20%	4 11% 80%	1 11% 20%	2 11% 40%	3 16% 60%		2 8% 40%	3 15% 60%		1 9% 20%	2 10% 40%	2 11% 40%	

TABLE 25 (CONT.) STANDARD PANEL
 *By Q13a(1)-TIME ALLOCATION IN FUTURE
 CHILDREN'S ACTIVITY BOOKS

	TOTAL	STATE							LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNT-RY TOWN	RURAL	TYPE OF SCHOOL		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR-ATED	PART OF A THEME	SEPER-ATE SUB-JECT	
													GOVERN-MENT	NON GOVERN-MENT										
RESPONDENTS	45 100% 100%	18 100% 40%	4 100% 9%	8 100% 18%	7 100% 16%	4 100% 9%	3 100% 7%	1 100% 2%	18 100% 40%	11 100% 24%	12 100% 27%	4 100% 9%	36 100% 80%	9 100% 20%	18 100% 40%	19 100% 42%	7 100% 16%	24 100% 53%	20 100% 44%	1 100% 2%	11 100% 24%	21 100% 47%	19 100% 42%	
Q13a(1)-TIME ALLOCATION IN FUTURE CHILDREN'S ACTIVITY BOOKS																								
70% (70)	3 2% 100%				1 14% 100%				1 6% 100%					1 11% 100%	1 6% 100%				1 4% 100%				1 5% 100%	
80% (80)	3 7% 100%	2 11% 67%			1 14% 33%				1 6% 33%		2 17% 67%		3 8% 100%			3 16% 100%			1 4% 33%	2 10% 67%		1 9% 33%		2 11% 67%
NO INFORMATION	1 2% 100%	1 6% 100%									1 8% 100%			1 11% 100%	1 6% 100%			1 4% 100%					1 5% 100%	
0% (0)	2 4% 100%	1 6% 50%		1 13% 50%					1 6% 50%		1 8% 50%		2 6% 100%		1 6% 50%	1 5% 50%			1 4% 50%	1 5% 50%			1 5% 50%	1 5% 50%
MEANS	41.5	43.8	38.8	33.1	55.0	22.6	48.3	40.0	43.9	35.9	44.1	38.8	41.6	41.3	38.8	45.0	38.6	39.3	43.5	50.0	45.9	36.7	44.2	
STD. DEVIATION	18.9	20.9	13.1	16.2	18.5	10.4	2.9		18.0	13.0	25.4	19.3	19.1	18.9	18.4	22.2	9.0	19.0	19.3		14.3	15.6	21.6	

TABLE 26

STANDARD PANEL

*BY (11)-

OTHER ACTIVITIES WITHIN THE CLASSROOM

FILTERS: CHANGE TO TIME ALLOCATION

	TOTAL	STATE							LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -NY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-14	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER -ATED	PART OF A THEME	SEPER -ATE SUB -JECT	
RESPONDENTS	45 100% 100%	18 100% 40%	4 100% 9%	8 100% 18%	7 100% 14%	4 100% 9%	3 100% 7%	1 100% 2%	18 100% 40%	11 100% 24%	12 100% 27%	4 100% 9%	36 100% 80%	9 100% 20%	18 100% 40%	19 100% 42%	7 100% 16%	24 100% 53%	20 100% 44%	1 100% 2%	11 100% 24%	21 100% 47%	19 100% 42%	
(11)- OTHER ACTIVITIES WITHIN THE CLASSROOM																								
10% (10)	6 13% 100%	3 17% 50%		1 13% 17%	2 29% 33%				3 17% 90%	1 9% 17%	2 17% 33%		5 14% 83%	1 11% 17%	2 11% 33%	4 21% 67%		3 13% 50%	3 15% 60%		1 9% 17%	2 10% 33%	3 16% 50%	
20% (20)	10 22% 100%	5 28% 50%	2 50% 20%	1 13% 10%	2 29% 20%				5 28% 90%	2 18% 20%	2 17% 20%	1 25% 10%	10 28% 100%		4 22% 40%	4 21% 40%	2 29% 20%	2 8% 20%	7 35% 70%	1 100% 10%	5 45% 50%	2 10% 20%	5 26% 50%	
25% (25)	8 18% 100%	3 17% 38%	1 25% 13%	2 25% 23%	1 14% 13%	1 25% 13%			2 11% 25%	2 18% 25%	3 25% 38%	1 25% 13%	6 17% 78%	2 22% 25%	3 17% 38%	5 26% 63%		6 25% 75%	2 10% 25%			6 29% 75%	3 16% 38%	
30% (30)	7 16% 100%		1 25% 14%		2 29% 29%	1 25% 14%	3 100% 43%		3 17% 43%	2 18% 29%	1 8% 14%	1 25% 14%	5 14% 71%	2 22% 39%	2 11% 39%	3 16% 43%	2 29% 29%	5 21% 71%	2 10% 29%		3 27% 43%	4 19% 57%	2 11% 29%	
40% (40)	9 20% 100%	5 28% 56%		2 25% 22%		1 25% 11%		1 100% 11%	4 22% 44%	2 18% 22%	2 17% 22%	1 25% 11%	7 19% 78%	2 22% 22%	4 22% 44%	2 11% 22%	2 29% 22%	4 17% 44%	8 25% 56%		2 18% 22%	4 19% 44%	4 21% 44%	
50% (50)	2 4% 100%			1 13% 50%		1 25% 50%				2 18% 100%			1 3% 50%	1 11% 50%	1 6% 50%		1 14% 50%	2 8% 100%				2 10% 100%		
NO INFORMATION	1 2% 100%	1 6% 100%									1 8% 100%			1 11% 100%	1 6% 100%			1 4% 100%						1 5% 100%
0% (0)	2 4% 100%	1 6% 50%		1 13% 50%					1 6% 50%		1 8% 50%		2 6% 100%		1 6% 50%	1 5% 50%		1 4% 50%	1 5% 50%			1 5% 50%		
MEANS	25.7	23.8	23.8	26.3	20.7	36.3	30.0	40.0	23.9	30.9	22.3	28.8	24.4	31.3	26.2	21.8	32.9	27.4	24.0	20.0	25.5	28.1	23.6	
STD. DEVIATION	12.1	12.6	4.8	16.6	8.4	11.1			11.8	12.8	12.3	6.5	11.9	12.2	13.1	10.4	11.1	12.6	11.8		9.3	12.6	11.7	

TABLE 27

STANDARD PANEL

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989

PAGE 43

BY (111)-

PRACTICAL ACTIVITIES IN THE SCHOOLYARD

FILTERS: CHANGE TO TIME ALLOCATION

	TOTAL	STATE							LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NSW	ACT	VIC	SA	NT	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THEME	SUPP- -ATE SUB- -JECT
RESPONDENTS	45 100% 100%	18 100% 40%	4 100% 9%	8 100% 18%	7 100% 16%	4 100% 9%	3 100% 7%	1 100% 2%	18 100% 40%	11 100% 24%	12 100% 27%	4 100% 9%	34 100% 80%	9 100% 20%	16 100% 40%	19 100% 42%	7 100% 16%	24 100% 53%	20 100% 44%	1 100% 2%	11 100% 24%	21 100% 47%	19 100% 42%
(111)- PRACTICAL ACTIVITIES IN THE SCHOOLYARD																							
5% (5)	2 4% 100%	1 6% 50%			1 14% 50%				1 6% 50%		1 8% 50%		2 6% 100%			2 11% 100%		1 4% 50%	1 5% 50%		1 9% 50%		1 5% 50%
10% (10)	18 40% 100%	6 33% 33%	2 50% 11%	2 25% 11%	4 57% 22%	1 25% 6%	3 100% 17%		7 39% 39%	6 55% 33%	4 33% 22%	1 25% 6%	15 42% 83%	3 33% 17%	6 33% 33%	9 47% 80%	3 43% 17%	12 50% 67%	5 25% 28%	1 100% 6%	3 27% 17%	9 43% 50%	7 37% 39%
15% (15)	2 4% 100%			1 13% 50%	1 14% 50%				1 6% 50%	1 9% 50%			2 6% 100%		2 11% 100%				2 10% 100%		1 9% 50%	1 5% 50%	1 5% 50%
20% (20)	12 27% 100%	8 44% 67%	1 25% 8%	2 25% 17%		1 25% 8%			8 28% 42%	3 27% 25%	3 25% 25%	1 25% 8%	10 28% 83%	2 22% 17%	4 22% 33%	4 21% 33%	4 57% 33%	4 17% 33%	8 40% 67%		5 45% 42%	6 29% 50%	4 21% 33%
25% (25)	7 16% 100%	1 6% 14%	1 25% 14%	2 25% 29%	1 14% 14%	2 50% 29%			2 11% 29%	1 9% 14%	2 17% 29%	2 50% 29%	5 14% 71%	2 22% 29%	4 22% 57%	3 16% 43%		5 21% 71%	2 10% 29%			4 19% 57%	4 21% 57%
NO INFORMATION	1 2% 100%	1 6% 100%									1 8% 100%			1 11% 100%	1 6% 100%			1 4% 100%					1 5% 100%
0% (0)	3 7% 100%	1 6% 33%		1 13% 33%				1 100% 33%	2 11% 67%		1 8% 33%		2 6% 67%	1 12% 33%	1 6% 33%	1 6% 33%	1 5% 33%	1 4% 33%	2 10% 67%		1 9% 33%	1 5% 33%	1 5% 33%
MEANS	14.4	14.7	16.3	15.6	12.1	20.0	10.0		13.3	14.5	14.1	20.0	14.3	15.0	15.9	13.4	15.7	14.3	14.8	10.0	13.6	15.5	15.0
STD. DEVIATION	7.3	7.0	7.5	8.6	6.4	7.1			7.7	5.7	8.3	7.1	7.1	8.9	7.3	7.5	6.3	7.4	7.5		7.1	7.1	7.7

TABLE 28

STANDARD PANEL

BY (1111)-

PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

FILTERS: CHANGE TO TIME ALLOCATION

	TOTAL	STATE							LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	MT	OLD	TAR	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -NY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTERIOR -ATED	PART OF A THEME	DEPER -ATE SUB -JECT
RESPONDENTS	45 100% 100%	18 100% 40%	4 100% 9%	8 100% 18%	7 100% 16%	4 100% 9%	3 100% 7%	1 100% 2%	18 100% 40%	11 100% 24%	12 100% 27%	4 100% 9%	36 100% 80%	9 100% 20%	18 100% 40%	19 100% 42%	7 100% 16%	24 100% 53%	20 100% 44%	1 100% 2%	11 100% 24%	21 100% 47%	19 100% 42%
(1111)- PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD																							
5% (5)	3 7% 100%	2 11% 67%			1 14% 33%				1 6% 33%		2 17% 67%		3 8% 100%			3 16% 100%		2 8% 67%	1 5% 33%		1 9% 33%	1 5% 33%	1 5% 33%
10% (10)	11 24% 100%	4 22% 36%		2 25% 18%	3 43% 27%		2 67% 18%		2 11% 18%	4 34% 34%	4 33% 34%	1 25% 9%	10 28% 91%	1 11% 9%	4 22% 36%	4 21% 36%	3 43% 27%	8 33% 73%	3 15% 27%		4 36% 36%	6 29% 95%	3 16% 27%
15% (15)	4 9% 100%			1 13% 25%		2 50% 80%	1 33% 25%		2 11% 50%	1 9% 28%		1 25% 25%	4 11% 100%		2 11% 50%	2 11% 50%		3 13% 75%	1 5% 25%		1 9% 25%	1 5% 25%	3 16% 75%
20% (20)	11 24% 100%	7 39% 64%	3 75% 27%					1 100% 9%	6 33% 55%	3 27% 27%	2 17% 18%		8 22% 73%	3 33% 27%	2 11% 18%	5 26% 45%	3 43% 27%	3 13% 27%	7 35% 64%	1 100% 9%	4 36% 36%	4 19% 36%	4 21% 36%
25% (25)	5 11% 100%		1 25% 20%	1 13% 20%	2 29% 40%	1 25% 20%			1 6% 20%	2 16% 40%	1 8% 20%	1 25% 20%	5 14% 100%		3 17% 60%	2 11% 40%		4 17% 80%	1 5% 20%		1 9% 20%	3 14% 60%	2 11% 40%
30% (30)	1 2% 100%					1 25% 100%				1 9% 100%				1 11% 100%	1 6% 100%			1 4% 100%				1 5% 100%	
40% (40)	1 2% 100%			1 13% 100%					1 6% 100%				1 3% 100%			1 5% 100%			1 5% 100%			1 5% 100%	
NO INFORMATION	1 2% 100%	1 6% 100%									1 8% 100%			1 11% 100%	1 6% 100%			1 4% 100%					1 5% 100%
0% (0)	8 18% 100%	4 22% 50%		3 38% 38%	1 14% 13%				5 28% 63%		2 17% 25%	1 25% 13%	5 14% 63%	3 33% 38%	5 28% 63%	2 11% 25%	1 14% 13%	2 8% 25%	6 30% 75%			4 19% 50%	5 26% 63%

TABLE 28 (CONT.) STANDARD PANEL

*BY (iiii)-

PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

RESPONDENTS

(iiii)-

PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

MEANS

STD. DEVIATION

TOTAL	STATE							LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
	NSW	ACT	VIC	SA	NT	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTROD -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
45	18	4	8	7	4	3	1	18	11	12	4	36	9	18	19	7	24	20	1	11	21	19
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
100%	40%	9%	18%	16%	9%	7%	2%	40%	24%	27%	9%	60%	20%	40%	42%	16%	53%	44%	2%	24%	47%	42%
13.6	11.2	21.3	12.5	12.1	21.3	11.7	20.0	13.3	17.7	10.5	12.5	13.9	12.5	12.6	14.5	12.9	14.1	12.8	20.0	15.0	14.5	11.7
9.5	8.4	2.5	14.1	9.5	7.8	2.9		11.1	7.2	8.2	10.4	9.2	11.6	10.3	10.0	7.6	8.3	11.1		6.3	10.9	9.1

ABLE 29

STANDARD PANEL *BY* Q13b-REASONS WHY TIME ALLOCATION WOULD BE DIFFERENT

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNT-RY TOWN	RURAL	GOVERN-MENT	NON-GOVERN-MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTROD-UCED	PART OF A THEME	REFER-ATE SUB-JECT	
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%	
Q13b-REASONS WHY TIME ALLOCATION WOULD BE DIFFERENT																									
WOULD GO OUTSIDE FOR MORE ACTIVITIES	22 15% 100%	7 13% 32%	2 17% 9%	5 19% 23%	4 25% 18%	3 43% 14%		1 11% 5%		11 22% 50%	6 17% 27%	3 7% 14%	2 15% 9%	19 17% 86%	3 10% 14%	11 17% 50%	7 13% 32%	4 20% 18%	10 13% 45%	11 22% 50%	1 6% 5%	6 11% 27%	11 18% 50%	8 16% 36%	
MORE IMPORTANT TO GO OUT OF SCHOOL GROUNDS/SEE REAL	12 8% 100%	4 7% 33%		3 12% 25%		3 43% 25%		1 11% 8%	1 20% 8%	3 6% 25%	4 11% 33%	3 7% 25%	2 15% 17%	10 9% 83%	2 7% 17%	6 10% 50%	5 9% 42%		6 8% 80%	6 12% 80%		2 4% 17%	6 10% 80%	5 10% 42%	
WOULD HAVE MORE TIME TO DEVOTE	5 3% 100%	1 2% 20%	1 8% 20%	1 4% 20%	1 6% 20%			1 11% 20%		2 4% 40%	2 6% 40%	1 2% 20%		4 3% 80%	1 3% 20%	2 3% 40%	2 4% 40%	1 5% 20%	3 4% 60%	2 4% 60%		3 6% 60%	2 3% 60%	3 6% 60%	
A SET TIME EACH WEEK/WEELY FOR A TERM	1 1% 100%			1 4% 100%						1 2% 100%					1 3% 100%		1 2% 100%			1 2% 100%			1 2% 100%		
DEEPER/MORE DISCUSSIONS	3 2% 100%	3 6% 100%								2 4% 67%		1 2% 33%		3 3% 100%			1 2% 33%	2 10% 67%	1 1% 33%	2 4% 67%		3 6% 100%			
INTRODUCE ROLE PLAY/DRAMATISATIONS	3 2% 100%		1 8% 33%	1 4% 33%	1 6% 33%					3 6% 100%				1 1% 33%	2 7% 67%	1 2% 33%	1 2% 33%	1 5% 33%	2 1% 33%	4 4% 67%		1 2% 33%	1 2% 33%	2 4% 67%	
MORE USE OF WORKBOOKS/MORE ARTWORK/FOLLOW BOOK THROUGH	4 3% 100%	1 2% 25%	1 8% 25%	1 4% 25%	1 6% 25%					1 2% 25%	2 6% 60%	1 2% 25%		3 3% 75%	1 3% 25%		2 4% 80%	2 10% 50%	4 5% 100%			2 4% 50%	3 5% 75%		
WOULDN'T USE AGAIN/ TOO DIFFICULT FOR 3RD LEVEL	3 2% 100%	2 4% 67%		1 4% 33%						1 2% 33%		2 4% 67%		3 3% 100%		1 2% 33%	2 4% 67%		1 1% 33%	2 4% 67%			2 4% 67%	1 3% 33%	
NO INFORMATION	1 1% 100%	1 2% 100%										1 2% 100%		1 1% 100%			1 2% 100%			1 2% 100%				1 2% 100%	
OTHER	7 5% 100%	4 7% 57%	1 8% 14%		2 13% 29%					4 8% 57%	2 4% 29%	1 8% 14%		3 3% 43%	4 13% 57%	4 6% 57%	2 4% 29%	1 5% 14%	4 5% 57%	3 6% 43%			3 5% 43%	4 8% 57%	

TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
	NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THEME	SEPER -ATE SUB -JECT	
													-MENT	-MENT										
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	54	60	51
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q13b-REASONS WHY TIME ALLOCATION WOULD BE DIFFERENT																								
NO RESPONSE	100	36	8	18	9	3	16	6	4	33	24	34	9	79	21	45	37	13	52	30	17	43	39	32
	69%	67%	67%	69%	56%	43%	100%	67%	80%	65%	69%	74%	69%	69%	70%	71%	66%	65%	68%	60%	94%	80%	65%	63%
	100%	36%	8%	18%	9%	3%	16%	6%	4%	33%	24%	34%	9%	79%	21%	45%	37%	13%	52%	30%	17%	43%	39%	32%

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989

TABLE 30

STANDARD PANEL "BY" Q14-PARENT INVOLVEMENT

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED		
		NEW	ACT	VIC	SA	WT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	50	18	54	60	91
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	37%	8%	16%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%
Q14-PARENT INVOLVEMENT																								
PARENTS NOT INVOLVED	37	10	7	7	5	4	4	1	1	18	4	11	4	28	9	15	17	4	19	10	7	12	16	17
	26%	19%	56%	27%	19%	57%	25%	11%	20%	35%	11%	24%	31%	24%	30%	24%	30%	20%	25%	20%	39%	22%	27%	33%
	100%	27%	19%	19%	8%	11%	11%	3%	3%	49%	11%	30%	11%	76%	24%	41%	46%	11%	51%	27%	19%	32%	43%	46%
SENT HOME PARENTS' GUIDES	105	44	4	17	14	3	12	8	3	32	29	35	9	84	21	44	39	15	54	38	11	40	43	35
	72%	81%	33%	65%	88%	43%	75%	89%	60%	63%	83%	76%	69%	73%	70%	73%	70%	75%	74%	76%	61%	74%	72%	69%
	100%	42%	4%	16%	13%	3%	11%	8%	3%	30%	28%	33%	9%	80%	20%	44%	37%	14%	53%	36%	10%	36%	41%	33%
DISCUSSED ROAD SAFETY AT A MEETING	12	6	2		1		1	2		3	2	6	1	11	1	6	3	1	4	4	4	5	4	5
	8%	11%	17%		6%		6%	22%		6%	6%	13%	8%	10%	3%	10%	5%	5%	5%	8%	22%	9%	7%	10%
	100%	50%	17%		8%		8%	17%		25%	17%	50%	8%	92%	8%	50%	25%	8%	33%	33%	33%	42%	33%	42%
PARENTS HELPED WITH CLASSROOM ACTIVITIES	21	7	1	5	2	2	1	2	1	5	6	8	2	16	5	11	5	4	8	11	2	7	10	6
	14%	13%	8%	19%	13%	29%	6%	22%	20%	10%	17%	17%	15%	14%	17%	17%	9%	20%	11%	22%	11%	13%	17%	12%
	100%	33%	5%	24%	10%	10%	5%	10%	5%	24%	29%	38%	10%	76%	24%	52%	24%	19%	38%	52%	10%	33%	48%	29%
OTHER	12	6	1	3			1		1	4	4	4		10	2	4	3	5	5	6	1	4	5	6
	8%	11%	8%	12%			6%		20%	8%	11%	9%		9%	7%	6%	5%	25%	7%	12%	6%	7%	8%	12%
	100%	50%	8%	25%			8%		8%	33%	33%	33%		83%	17%	33%	25%	42%	42%	50%	8%	33%	42%	50%

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT- RY TOWN	RURAL	GOVERN- MENT	NON GOVERN- MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THREE	REFER- -ATE SUB- -JECT	
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	66	20	76	60	18	54	60	51	
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	100%	37%	8%	18%	11%	6%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	82%	34%	12%	37%	41%	35%	
Q15-PURCHASE INTEREST AT SPECIFIC PRICES \$10																									
LIKELY																									
VERY LIKELY (1)	88	30	8	17	8	3	10	8	4	33	21	27	7	71	17	41	30	14	48	31	8	39	35	29	
	61%	56%	67%	65%	50%	43%	63%	89%	80%	65%	60%	89%	94%	62%	57%	65%	54%	70%	63%	62%	44%	72%	58%	67%	
	100%	34%	9%	19%	9%	3%	11%	9%	5%	38%	24%	31%	8%	81%	19%	47%	34%	16%	55%	35%	9%	44%	40%	33%	
FAIRLY LIKELY (2)	26	10		1	7	3	3	1	1	5	9	7	5	19	7	10	10	4	10	10	6	6	11	10	
	18%	19%		4%	44%	43%	19%	11%	20%	10%	26%	15%	38%	17%	23%	16%	16%	20%	13%	20%	33%	11%	18%	20%	
	100%	38%		4%	27%	12%	12%	4%	4%	19%	35%	27%	19%	73%	27%	38%	38%	15%	38%	38%	23%	23%	42%	38%	
UNLIKELY																									
NOT VERY LIKELY (3)	11	6	1	1		1	2			3	2	6		10	1	4	5	1	8	3		3	5	4	
	8%	11%	8%	4%		14%	13%			6%	6%	13%		9%	3%	6%	9%	5%	11%	6%		6%	8%	8%	
	100%	55%	9%	9%		9%	18%			27%	18%	55%		91%	9%	36%	45%	9%	73%	27%		27%	45%	36%	
NOT AT ALL LIKELY (4)	14	6	3	5						7	3	3	1	13	1	5	8	1	5	8	3	4	6	5	
	10%	11%	25%	19%						14%	9%	7%	8%	11%	3%	8%	14%	5%	7%	12%	17%	7%	10%	10%	
	100%	43%	21%	36%						50%	21%	21%	7%	93%	7%	36%	57%	7%	36%	43%	21%	29%	43%	36%	
NO INFORMATION	4	2			1		1			2		2		1	3	3	1		3		1	1	1	3	
	3%	4%			6%		6%			4%		4%		1%	10%	5%	2%		4%		6%	2%	2%	6%	
	100%	50%			25%		25%			50%		50%		25%	75%	75%	25%		75%		25%	25%	25%	75%	
DON'T KNOW	1			1						1					1		1		1			1	1		
	1%			4%						2%					3%		2%		1%			2%	2%		
	100%			100%						100%				100%	100%		100%		100%			100%	100%		
NO RESPONSE	1			1								1		1			1		1				1		
	7%			4%								2%		1%			2%		1%				2%		
	100%			100%								100%		100%			100%		100%				100%		
MEANS	1.6	1.8	1.9	1.8	1.5	1.7	1.5	1.1	1.2	1.7	1.6	1.7	1.6	1.7	1.5	1.5	1.8	1.5	1.6	1.7	1.9	1.5	1.7	1.7	
STD. DEVIATION	1.0	1.1	1.4	1.3	0.5	0.8	0.7	0.3	0.4	1.1	0.9	1.0	0.9	1.0	0.8	0.9	1.1	0.8	1.0	1.0	1.1	0.9	1.0	1.0	

TABLE 32

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1969
STANDARD PANEL *BY* Q15-PURCHASE INTEREST AT SPECIFIC PRICES \$15

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTERIOR -ATED	PART OF A TRUCK	SEPER- ATE SUB- JECT	
														-MENT	-MENT										
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	43 100% 43%	54 100% 39%	20 100% 14%	74 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 33%	
Q15-PURCHASE INTEREST AT SPECIFIC PRICES \$15																									
LIKELY																									
VERY LIKELY (1)	52 36% 100%	19 35% 37%	6 50% 12%	9 35% 17%	4 25% 8%		7 44% 13%	6 67% 12%	1 20% 2%	20 39% 38%	11 31% 21%	16 35% 31%	5 38% 10%	40 35% 77%	12 40% 23%	24 38% 46%	18 32% 35%	10 50% 19%	28 37% 54%	19 38% 37%	4 22% 8%	21 39% 40%	21 35% 40%	14 27% 27%	
FAIRLY LIKELY (2)	37 26% 100%	11 20% 30%	2 17% 5%	7 27% 19%	7 44% 19%	3 43% 8%	3 19% 8%	2 22% 5%	2 40% 5%	12 24% 32%	10 29% 27%	11 24% 30%	4 31% 11%	31 27% 84%	6 20% 16%	15 24% 41%	13 23% 35%	7 35% 19%	21 28% 57%	12 24% 32%	4 22% 11%	14 26% 38%	16 27% 43%	15 29% 41%	
UNLIKELY NOT VERY LIKELY (3)	16 11% 100%	9 17% 56%		1 4% 8%	3 19% 19%	2 29% 13%	1 6% 6%			4 8% 25%	7 20% 9%	4 9% 25%	1 8% 6%	13 11% 81%	3 10% 19%	8 13% 50%	6 11% 38%	2 10% 13%	5 7% 31%	6 12% 38%	5 28% 31%	6 11% 38%	5 8% 31%	7 14% 44%	
NOT AT ALL LIKELY (4)	29 20% 100%	11 20% 38%	4 33% 14%	7 27% 24%	1 6% 3%	1 14% 3%	3 19% 10%		2 40% 7%	11 22% 38%	5 14% 17%	11 24% 38%	2 15% 7%	24 21% 83%	5 17% 17%	12 19% 41%	13 23% 45%	1 5% 3%	12 16% 41%	13 26% 45%	4 22% 14%	10 19% 34%	12 20% 41%	9 18% 31%	
NO INFORMATION	9 6% 100%	4 7% 44%			1 6% 11%	1 14% 11%	2 13% 22%	1 11% 11%		3 6% 33%	2 6% 22%	3 7% 33%	1 8% 11%	6 5% 67%	3 10% 33%	4 6% 44%	4 7% 44%		8 11% 89%		1 6% 11%	2 4% 22%	4 7% 44%	6 12% 67%	
DON'T KNOW	1 1% 100%			1 4% 100%						1 2% 100%					1 3% 100%		1 2% 100%		1 1% 100%			1 2% 100%	1 2% 100%		
NO RESPONSE	1 1% 100%			1 4% 100%								1 2% 100%		1 1% 100%			1 2% 100%		1 1% 100%				1 2% 100%		
MEANS	2.2	2.2	2.2	2.3	2.1	2.7	2.0	1.3	2.6	2.1	2.2	2.2	2.0	2.2	2.0	2.1	2.3	1.7	2.0	2.3	2.5	2.1	2.1	2.2	
STD. DEVIATION	1.2	1.2	1.4	1.3	0.9	0.8	1.2	0.5	1.3	1.2	1.1	1.2	1.1	1.2	1.2	1.2	1.2	0.9	1.1	1.2	1.1	1.2	1.2	1.1	

TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
	NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	GOVERNMENT		1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTER- -ATED	PART OF A THREE	SEPER- -ATE SUB- -JECT	
													-MENT	NON GOVERN- -MENT										
145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	54	20	74	50	18	54	60	51	
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	35%	
RESPONDENTS AT SPECIFIC PRICES \$20																								
29	16	4	5	1		2	1		10	7	9	3	23	6	18	8	3	15	12	2	12	10	8	
20%	30%	33%	19%	6%		13%	11%		20%	20%	20%	23%	20%	20%	29%	14%	15%	20%	24%	11%	22%	17%	16%	
100%	55%	14%	17%	3%		7%	3%		34%	24%	31%	10%	79%	21%	62%	28%	10%	52%	41%	7%	41%	34%	28%	
35	8	4	7	5		6	4	1	14	9	11	1	30	5	8	16	10	20	10	4	12	20	11	
24%	15%	33%	27%	31%		38%	44%	20%	27%	26%	24%	8%	26%	17%	13%	29%	50%	26%	20%	22%	22%	33%	22%	
100%	23%	11%	20%	14%		17%	11%	3%	40%	26%	31%	3%	84%	14%	23%	46%	29%	57%	29%	11%	34%	57%	31%	
26	10		5	2	4	3	1	1	9	7	7	3	19	7	11	11	3	11	9	6	11	7	12	
18%	19%		19%	13%	57%	19%	11%	20%	18%	20%	15%	23%	17%	23%	17%	20%	15%	14%	18%	33%	20%	12%	24%	
100%	38%		19%	8%	15%	12%	4%	4%	35%	27%	27%	12%	73%	27%	42%	42%	12%	42%	35%	23%	42%	27%	46%	
43	16	4	8	6	2	3	1	3	14	10	14	5	35	8	21	16	3	19	19	5	15	18	13	
30%	30%	33%	31%	38%	29%	19%	11%	60%	27%	29%	30%	38%	30%	27%	33%	29%	15%	25%	38%	28%	28%	30%	25%	
100%	37%	9%	19%	14%	5%	7%	2%	7%	33%	23%	33%	12%	81%	19%	49%	37%	7%	44%	44%	12%	39%	42%	30%	
10	4			1	1	2	2		3	2	4	1	7	3	4	4	1	9		1	3	4	6	
7%	7%			6%	14%	13%	22%		6%	6%	9%	8%	6%	10%	6%	7%	5%	12%		6%	6%	7%	12%	
100%	40%			10%	10%	20%	20%		30%	20%	40%	10%	70%	30%	40%	40%	10%	90%		10%	30%	40%	60%	
1			1						1					1		1		1			1	1		
1%			4%						2%					3%		2%		1%			2%	2%		
100%			100%						100%					100%		100%		100%			100%	100%		
1				1							1		1		1			1					1	
1%				6%							2%		1%		2%			1%					2%	
100%				100%							100%		100%		100%			100%					100%	
2.6	2.5	2.3	2.6	2.9	3.3	2.5	2.3	3.4	2.6	2.6	2.6	2.8	2.6	2.7	2.6	2.7	2.3	2.5	2.7	2.8	2.6	2.6	2.7	
1.2	1.2	1.3	1.2	1.1	0.5	1.0	1.0	0.9	1.1	1.1	1.2	1.3	1.2	1.2	1.3	1.1	0.9	1.1	1.2	1.0	1.2	1.1	1.1	

TABLE 34

OUT & ABOUT ROAD SAFETY-TEACHERS QUESTIONNAIRE - JUNE 1989
STANDARD PANEL *BY* Q15-PURCHASE INTEREST AT SPECIFIC PRICES \$25

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	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NSW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT-AL CITY	OTHER URBAN AREA	COUNTY -NY TOWN	RURAL	GOVERN-MENT	NON GOVERN-MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTERIOR-ATED	PART OF A THEME	SEPER-ATE SUB-JECT	
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	90 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 38%	
Q15-PURCHASE INTEREST AT SPECIFIC PRICES \$25																									
LIKELY																									
VERY LIKELY (1)	6 4% 100%	2 4% 33%	2 17% 33%	1 4% 17%				1 11% 17%		2 4% 33%	1 3% 17%	3 7% 50%		4 3% 67%	2 7% 33%	3 5% 50%	2 4% 33%	1 5% 17%	9 7% 83%	1 2% 17%		4 7% 67%	2 3% 33%	1 2% 17%	
FAIRLY LIKELY (2)	30 21% 100%	14 26% 47%	2 17% 7%	7 27% 23%	3 19% 10%		3 19% 10%	1 20% 3%		12 24% 40%	7 20% 23%	7 15% 23%	4 31% 13%	25 22% 83%	5 17% 17%	17 27% 57%	10 18% 33%	3 15% 10%	15 20% 90%	12 24% 40%	3 17% 10%	9 17% 30%	13 22% 43%	8 16% 27%	
UNLIKELY																									
NOT VERY LIKELY (3)	33 23% 100%	12 22% 36%	4 33% 12%	4 15% 12%	4 25% 12%	1 14% 3%	3 19% 9%	4 44% 12%	1 20% 3%	11 22% 33%	11 31% 33%	10 22% 30%	1 8% 3%	28 24% 85%	5 17% 15%	10 16% 30%	11 20% 33%	10 50% 30%	16 21% 48%	9 18% 27%	7 39% 21%	15 28% 45%	11 18% 33%	14 27% 42%	
NOT AT ALL LIKELY (4)	63 43% 100%	22 41% 35%	4 33% 6%	12 46% 19%	8 50% 13%	5 71% 8%	7 44% 11%	2 22% 3%	3 60% 5%	22 43% 35%	13 37% 21%	21 46% 33%	7 94% 11%	49 43% 78%	14 47% 22%	29 46% 46%	26 46% 41%	5 25% 8%	29 38% 46%	27 54% 43%	7 39% 11%	22 41% 35%	27 45% 43%	22 43% 35%	
NO INFORMATION	11 8% 100%	4 7% 36%			1 6% 9%	1 14% 9%	3 19% 27%	2 22% 18%		3 6% 27%	3 9% 27%	4 9% 36%	1 8% 9%	8 7% 73%	3 10% 27%	4 6% 36%	5 9% 45%	1 5% 9%	9 12% 82%	1 2% 9%	1 6% 9%	3 6% 27%	5 8% 45%	6 12% 55%	
DON'T KNOW	1 1% 100%			1 4% 100%						1 2% 100%					1 3% 100%		1 2% 100%		1 1% 100%			1 2% 100%	1 2% 100%		
NO RESPONSE	1 1% 100%			1 4% 100%								1 2% 100%		1 1% 100%		1 2% 100%		1 1% 100%					1 2% 100%		
MEANS	3.2	3.1	2.8	3.1	3.3	3.6	3.3	3.0	3.4	3.1	3.1	3.2	3.3	3.2	3.2	3.1	3.2	3.0	3.1	3.3	3.2	3.1	3.2	3.3	
STD. DEVIATION	0.9	0.9	1.1	1.0	0.8	0.4	0.9	1.0	0.9	0.9	0.9	1.0	1.0	0.9	1.0	1.0	0.9	0.8	1.0	0.9	0.8	1.0	0.9	0.8	

	TOTAL	STATE								LOCALITY				TYPE OF SCHOOL		NUMBER OF CLASSES			MATERIALS USED			HOW USED			
		NEW	ACT	VIC	SA	NT	WA	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN -MENT	NON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTROD -ATED	PART OF A THREE	SEPER -ATE SUB -JECT	
RESPONDENTS	145	54	12	26	16	7	16	9	5	51	35	46	13	115	30	63	56	20	76	60	18	54	60	51	
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	100%	37%	8%	18%	11%	5%	11%	6%	3%	35%	24%	32%	9%	79%	21%	43%	39%	14%	52%	34%	12%	37%	41%	25%	
Q15-PURCHASE INTEREST AT SPECIFIC PRICES \$30																									
LIKELY																									
VERY LIKELY (1)	4	1	2					1		2		2		3	1	1	2	1	4			3		1	
	3%	2%	17%					11%		4%		4%		3%	3%	2%	4%	5%	5%			6%		2%	
	100%	25%	50%					25%		50%		50%		75%	25%	25%	50%	25%	100%			75%		25%	
FAIRLY LIKELY (2)	18	5		7	3		2		1	7	4	5	2	15	3	10	7	1	8	7	3	7	10	2	
	12%	9%		27%	19%		13%		20%	14%	11%	11%	15%	13%	10%	16%	13%	5%	11%	14%	17%	13%	17%	4%	
	100%	28%		39%	17%		11%		6%	39%	22%	28%	11%	83%	17%	56%	39%	6%	44%	39%	17%	39%	56%	11%	
UNLIKELY																									
NOT VERY LIKELY (3)	32	14	4	4	2	1	2	4	1	11	10	8	3	26	6	13	8	9	17	11	4	13	14	11	
	22%	26%	33%	15%	13%	14%	13%	44%	20%	22%	29%	17%	23%	23%	20%	21%	14%	45%	22%	22%	22%	24%	23%	22%	
	100%	44%	13%	13%	6%	3%	6%	13%	3%	34%	31%	25%	9%	81%	19%	41%	25%	28%	53%	34%	13%	41%	44%	34%	
NOT AT ALL LIKELY (4)	77	30	6	13	10	5	8	2	3	26	18	26	7	62	15	34	32	8	38	31	10	26	29	31	
	53%	56%	50%	50%	63%	71%	50%	22%	60%	51%	51%	57%	54%	54%	50%	54%	57%	40%	46%	62%	56%	48%	48%	61%	
	100%	39%	8%	17%	13%	6%	10%	3%	4%	34%	23%	34%	9%	81%	19%	44%	42%	10%	45%	40%	13%	34%	38%	40%	
NO INFORMATION	12	4			1	1	4	2		4	3	4	1	8	4	5	5	1	10	1	1	4	5	6	
	8%	7%			6%	14%	25%	22%		8%	9%	9%	8%	7%	13%	8%	9%	5%	13%	2%	6%	7%	8%	12%	
	100%	33%			8%	8%	33%	17%		33%	25%	33%	8%	67%	33%	42%	42%	8%	83%	8%	8%	33%	42%	50%	
DON'T KNOW	1			1						1					1		1		1			1	1		
	1%			4%						2%					3%		2%		1%			2%	2%		
	100%			100%						100%				100%			100%		100%			100%	100%		
NO RESPONSE	1			1								1		1			1		1				1		
	1%			4%								2%		1%			2%		1%				2%		
	100%			100%								100%		100%			100%		100%				100%		
MEANS	3.4	3.5	3.2	3.3	3.5	3.8	3.5	3.0	3.4	3.3	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.3	3.3	3.5	3.4	3.3	3.4	3.5	
STD. DEVIATION	0.8	0.8	1.1	0.9	0.8	0.4	0.8	1.0	0.9	0.9	0.7	0.9	0.8	0.8	0.9	0.8	0.9	0.8	0.9	0.7	0.8	0.9	0.8	0.7	