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**Background**

**Overall research context**

- In 2012, there were 1,045 child pedestrian casualties on London’s roads and 20 per cent of all pedestrian casualties were younger than 16 years old.
- TfL’s teen road safety campaign has played an important role in helping to reduce the number of road casualties in London to date and will continue to do so in the future.
- It targets young people between the ages of 11-14 and aims to make them think more when crossing the road.

- In the most recent campaign, TfL developed a range of materials to be delivered to 800 secondary schools in November 2015 during the Road Safety Week (November 23rd - 29th). The materials included:
  - A letter to a named contact provided by the boroughs
  - Two posters for display in the school
  - Lesson and assembly plans and instructions on a peer to peer teen road safety campaign

- By delivering the campaign to those who have direct contact with teenagers, the aim is for teachers and pupils to engage more with the messaging to increase awareness and to shift behaviour among teens.

**Recent years have created challenges and opportunities for road safety among school children**
Overarching objective

- To reduce KSI by teaching kids about road safety
- Understand the impact of the new Teen Road Safety campaign in its current format and identify any improvements to be made in the future
- Decide if the format and content of the campaign is fit for purpose
The research will seek to:

1. Understand the impact of the new campaign in its current format but also to understand what improvements can be made in the future.

2. Understand how the resource is being used in schools and if anything can be changed or provided to aid this.

3. Assess if the message is clear and if it resonates with the target group.

4. Assess whether delivering the resource through schools has increased awareness levels and had an impact on attitudes and behaviour.
Methodology

1. Qualitative research
   4 x groups of 11-14 year-old school children
   5 x tele-depths with school teachers

2. Quantitative research
   Online
   101 x teachers across secondary schools in London

Approach
### Qualitative sample

4 x group interviews + 5 x tele-depths in February 2016

<table>
<thead>
<tr>
<th>1</th>
<th>School children</th>
</tr>
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<tbody>
<tr>
<td>• Group 1 (Non YTA): Year 7, 11-12 year old boys, Kingston</td>
<td></td>
</tr>
<tr>
<td>• Group 2 (Non YTA): Year 8, 12-13 year old boys, Bexley</td>
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<tr>
<td>• Group 3 (Non YTA): Year 9, 13-14 year old boys, Newham</td>
<td></td>
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<tr>
<td>• Group 4 (YTA): Year 9, 13-14 year old girls, Bromley</td>
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</tbody>
</table>

24 in total

<table>
<thead>
<tr>
<th>2</th>
<th>School teachers</th>
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<tr>
<td>• 5 x teachers</td>
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<tr>
<td>• Teachers recruited from schools that did not utilise campaign materials</td>
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</tbody>
</table>

5 in total

NB: the majority of children were highly articulate and ‘model’ pupils leading us to believe that teachers were very aware of how they reflected the school when selecting them to take part. For future projects it will be important to ensure a good mix of academic abilities in order to ensure a true representation. As a result we saw very little differences between YTA and non YTA schools.
Quantitative sample

101 secondary school teachers in December 2015 and January 2016

1 School type
• 77 mixed boys and girls schools
• 15 all girls schools
• 9 all boys schools

2 London Borough
• 28 inner London borough
• 73 outer London Borough

3 Materials
• 10 have used the materials
  - Please note: Due to the low base of users of the materials, we are not able to report on usage
  - Most data shown is among the total sample (n=101)
  - The lowest base data is shown for is 29
Research Findings
Summary

- Campaigns delivered to this age group (11-14 year olds) resonate well and have a high level of impact – children have been drip fed information from parents and teachers for years and are very receptive

- TfL outreach visits to schools are very engaging and memorable for children; those positioned as ‘experts’ have greater credibility, novelty and thus impact

- Campaign posters lack impact

- Hare / tortoise poster lacks instant visual understanding with many missing the dual fast-slow theme

- For this age group (11-14 year olds), harder hitting imagery has the greatest impact and promotes chat among peers

- Support from TfL outreach is valuable

- Lesson / assembly plans benefit greatly from TfL outreach team involvement

- Greater flexibility is required from source materials in order to make them fit bespoke assemblies and lessons

- Flexibility in approach is key

- There is an appetite for use in future

- Three quarters said they would definitely or maybe use the materials in future
Context
Children are in charge of getting themselves to school

Pupil Mindset

- Since starting secondary school many have become **responsible for their own journeys to school for the first time**
- They need to make sure that they get to school on time!
- Most **travel independently** (without parents)
- **Multiple modes of transport** used - buses, trains, bicycles, tube, walking
- **Pupils are behaving like commuters**, often leaving before the rush hour and have breakfast at school to make their journey easier
Road safety competes for airtime with other important topics at school

**Teacher Mindset**

- **Busy timetables** with lots of important topics to cover within PSHE sessions – road safety competes with other subjects such as alcohol and drugs for space
- Schools are also the frontline for child safety and protection (eg. grooming, radicalisation)
- **Limited assembly time** eg. may be restricted to 20 minute slots
- Important to **plan lesson themes in advance**
- **Create events** around topics to help cut through among students and increase recall
Congestion is a major concern regarding safety for both pupils and teachers.

The majority of schools we spoke to were based in busy urban areas; heavy traffic and fast moving vehicles are part and parcel of city life.

Areas of fast moving heavy traffic are avoided when possible and alternative journeys are sought by pupils, even if it means taking the long route around.

Particular points of concern include:

- Missing barriers on pavements on busy roads worries teachers particularly.
- Limited pedestrian crossings means pupils don’t cross at them.
- Fast moving traffic is a concern for pupils and teachers.
- Areas of poor visibility are avoided by pupils.
Majority of schools are acutely aware of road safety issues and are very focused on education.

**Road Crossing**
Majority of teachers report some hazardous road crossing scenarios in locales around schools (especially immediately outside school gates). Teachers often act as marshals in these areas.

**Moving Traffic**
Particularly buses stopping and moving away in areas where children and parents are present cause particular concern for teachers—especially where accidents have occurred previously.

**Congestion**
Teachers highlight the dangers at the start and end of the school day, where buses, bicycles, family cars, parents, and children (pedestrians) coalesce around schools.

**Volume of students**
Clusters of two (and sometimes three) schools in the same area also add to the large numbers of pedestrians and increase the potential for an accident.

"It's right outside the school gates where it can be problematic— with buses, cars, parents and children all arriving at once." [Teacher, South London]

Sheer volume of traffic and students at the start and end of the day is a specific concern for teachers.
Pupils are also very aware of the dangers

Pupils feel mornings can be particularly risky, as they are more likely to be rushing to school if running late and therefore less likely to take care

- They weigh up the risk between being registered as late at school versus taking a risk on the road

Other factors that increase the risk include:

Music
- Listening with headphones blocks out other noises

Mobiles
- Messaging / using phones whilst crossing the road

Weather
- Wet and rainy conditions

Congestion
- Fast / busy roads, especially in Central London localities

In some cases pupils claim a minority of others (boys & girls) play dangerous road-crossing games, testing their skills against others (one was called the ‘bleep test’)

‘Scary’ news stories and cycle accidents in Central London have really highlighted the dangers for pupils

“Some of them do the bleep test – where you run across the road as many times as you can between two bleeps…”  
[11-12yo Boy, South London]

“You do have to be more careful when it rains”  
[11-12yo Boy, South London]

“My cousin got knocked over by a bus after school, it’s a real danger”  
[13-14yo Boy, East London]
Pupils are open to road safety education

- Majority of pupils are aware of dangers around crossing roads - and have been so for several years
- 11-14 year olds have already received a fair amount of road safety education, starting with the road safety talk / assembly in Year 7, but do feel it is an important issue - and claim the fear of being injured / killed is significant enough to maintain their attention when prompted with campaigns, etc.
- To this end, children are expecting an ongoing road safety education while they are in the school system - they are open for messages to be repeated / reinforced
- Appetite for road safety 'experts' to be involved in this education process eg. TfL, the Police, A&E nurses & doctors etc. as they offer a different dynamic alongside greater knowledge and authority in the area versus teachers

“We learnt stuff at primary school but we should continue to learn more - real life things are the most hard hitting and talked about” [13-14yo Boy, East London]
TfL highly regarded as good provider of road safety

The pupils all knew who TfL were and what they did and they could recall them coming into the school and carrying out assemblies.

Children talked about TfL with much positivity – and referred to other transport campaigns in recent years, especially school visits, outreach.

- **Bus safety campaign**
- **Cycling safety campaign**
- **Z-cards road safety campaign**

*“TfL are really good – they provided a great assembly here and they have other good campaigns, like travelling on buses, where to stand on them etc.”*  
[Teacher, South London]

*“It was good how we were in groups doing things...that way you do remember things, like you do exercises...”*  
[11-12yo Boy, South London]

*“Inspiring. They taught us some good catchphrases, that you can remember - like ‘stop, wait, listen, think’”*  
[11-12yo Boy, South London]

*“I remember TfL did this course about buses and they got the bus drivers to be less grumpy...and it worked!”*  
[11-12yo Boy, South London]

*“The older you get the more scary they make the presentation which I think is great”*  
[11-12yo Boy, South London]

Overall TfL regarded as effective at outreach and it is felt as though they are genuinely trying to help children negotiate daily life in London.
Behaviour change is occurring over longer term

Parents
Children claim their parents have been talking to them about road safety for many years - and will continue to do so for years to come:
• They tend to use shock tactics coupled with repetition

Schools
Both primary and secondary schools have been conducting road safety sessions - many of which children can recall in terms of message and detail, especially ones run by TfL:
• These sessions are often repeated throughout a year for impact
Pupils do not tend to talk peers about road safety

Media
Children do notice local media stories detailing crashes, injuries and/or deaths. Such tragic stories can have a very significant impact - especially where involving other young children

Behaviour change has to be seen against backdrop of accumulation of years of messaging
Response to campaign
Overall campaign awareness

51 per cent recognise the campaign name and/or imagery

- 51% Are aware of the campaign
- 35% Recognise Teen Road Safety as a campaign aimed at teenagers
- 29% Have seen or received the materials

Q1. Which of the following campaigns aimed at teenagers are you currently aware of? Q2. Which of the following best applies to you? Base: All teachers (n=101)
The following poster was shown
Overall responses to the poster are passive

Teachers and children fail to engage with poster due to the central message being too vague

- The poster had not been seen in many schools
- Those that had seen it tended to see it Tortoise side up

Low awareness

- Many were able to vaguely identify the road safety but were unable to interpret the message fully
- The ‘Think Slow’ message was felt to be contradictory for some, many felt they should think fast/be alert

Mixed understanding

- Overall, children (and teachers) become too drawn into interpreting the nuances within the poster - rather than achieving an immediate understanding of the message

Too intriguing

- This is in contrast to other road-safety posters that children observed in public spaces and ones they have created themselves during co-creation sessions run by teachers, which were harder-hitting eg. ‘don’t let your friendship die’

Lacks immediate impact

Poster fails to make instant impact and so its subtle dual theme remains undiscovered
Sources of awareness

Of the 51 per cent who have heard of the campaign, posters and borough road safety officers are the main sources of awareness.

- **27%** Posters in the public domain
- **25%** Borough road safety officer
- **17%** Word of mouth
- **2%** Radio
- **28%** Other

Note: this includes 6% stating “posters at the school”.

D1. How did you first hear about Teen Road Safety Campaign? Base: all aware of Teen Road Safety campaign at S1 or have seen it at S2 (n=52)
In respondents own words

“It was actually a colleague of mine who pointed out after several weeks there was a tortoise upside down!”  
[Teacher, South London]

“The thing is, if you cross the road slowly, you might actually be more likely to get hit, so it does pay to be fast sometimes” 
[11-12yo Boy, South London]

“Think slow when crossing” 
[11-12yo Boy, South London]

“Its intriguing with two sides…but it’s not straightforward” 
[11-12yo Boy, South London]

“It doesn’t make sense. I think the more scary ones [adverts] you saw at bus stops were better” 
[13-14yo Girl, South London]

“I thought the material was interesting, but it wasn’t simple - it took me a while to understand the posters”  
[Teacher, South London]
Hare side of poster interpreted as ‘dark’ theme

Some children viewed the hare as representing death

Open to interpretation

- Some boys thought the hare looked like a biker/biker gang member - angry/malevolent expression, scars on face

Multiple messages

- Crosses on eyes interpreted as signifying death and it was unclear if this was the intention

Imagery unclear

- Not all children recognised it as a hare, some struggled to identify it at all, thinking instead it was just a dark image of a face

Imagery distracting

- However, current design tends to distract from road safety message - instead children are drawn into absorbing and understanding the creature representation

“OHHH, it’s a hare, I didn’t see that at first” [12-13yo Boy, South London]

Hare conveys malevolence, but the visual distracts from a clear road safety message
The tortoise side of the poster is much harder to identify

Children often struggled to identify the tortoise and only upon prolonged examination could they recognise it.

Difficult to identify imagery

- Identification of tortoise was considerably more difficult than hare
- This further exacerbated the erosion of the message around ‘slow’ being more effective

Mixed messaging

- Minority of boys sceptical about slow being preferable to fast - feeling that speed and alertness can in some cases save your life when crossing the road

“I sometimes go quickly when I know it is a busy road. I want to get across as soon as I can.”
[12-13yo Boy, South London]

Tortoise design is difficult to identify for majority and so weakens overall aim of poster messaging
Harder hitting posters are more impactful

Children referred to other poster campaigns with much greater recall

- Children recalled other TfL road safety posters in public spaces (and ones they created themselves) which were harder hitting than the current hare-tortoise design
- They felt this more graphic approach was more directly targeted at them and was more effective in making them consider the potentially devastating results of not taking road safety seriously

“I remember that one with the mobile phone in his hand…” [11-12yo Boy, South London]

“Basically it just made me think – right, I don’t want to die” [11-12yo Boy, South London]

“I don’t want to die, that is why I take crossing the road seriously” [13-14yo Girl, South London]

11-14 year olds feel more hard hitting road safety campaigns are instantly understandable and memorable
Assembly / lesson plans

TEEN CAMPAIGN

INTRODUCTION
The Teen Road Safety Campaign aims to educate, inform and raise the awareness of teenagers to the risks of crossing roads, and to help them to play their part in reducing the number of road casualties. It is a hands-on, interactive activity. The campaign is designed to be adaptable to different age groups and time frames.

Objectives
- Students will increase their awareness of road dangers and the importance of safe crossing.
- Students will develop their road safety skills.
- Students will be encouraged to make safe crossing decisions.

Assembly / lesson plans

n.b. above images are a subset of the overall lesson / assembly plan material
Lesson and assembly plans work best with a TfL visit

Most had not seen these lesson plans put into practice by teachers. Recall of visits from TfL were much more memorable and impactful.

**Visits by TfL outreach team make a lasting impact on children - external visitors are more memorable**

- Limited evidence of schools using TfL hare and tortoise campaign materials in assemblies independently
  - This may be due to schools relying on external parties to carry this out for them, they were all using TfL for this previously

- **Visits engaging**
  - Visits by the TfL outreach team considered very engaging and effective - by both teachers and children
  - NB these workshops did not include the tortoise and the hare campaign

- **Preference for external ‘experts’**
  - Teachers and children feel verbal presentations featuring external experts is the most engaging way to capture their interest
  - They are novel and important - it can get boring listening to familiar voices

“In year 7 I remember these people coming in, they showed us films, talked to us and did a play, I really remember when they acted out a road and someone got hit – it was scary”

[Y9 Girl, South London]
Campaign co-creation helps to embed road safety principles

Pupils are able to engage more thoroughly with road safety when they themselves are able to create poster campaigns in school.

Co-creation is very effective

- Effective way for children to creatively engage with the campaign
- Creating campaign materials helps to embed road safety principles
- Children tend to draw hard-hitting visuals when in co-creation sessions, e.g., images of children injured/dead on the road
- This suggests they are instinctively more attuned to a more graphic style of visual messaging
- Taking ownership of road safety for themselves seems to help them take the subject more seriously

“‘We got them to design posters and some of them we have sent off to a competition’ [Teacher, South London]”

“They got the girls to design leaflets, which they then handed out to children and parents outside the school, including the neighbouring primary school – it was very good” [Teacher, South London]

“They really enjoyed the creative process actually and they felt empowered to talk to the parents about crossing the road more safely” [11-12yo Boy, South London]

“We got them to go out in front of the school at the beginning of school and at the end and carry out a survey about road safety, we even went to the council to get road-calming measures put into place and the kids spoke up on the school’s behalf, but they never did it” [Teacher, South London school]

Co-creation engages children, embeds road safety and provides sense of ownership
Usage of campaign
Most teachers don’t recall receiving the campaign materials

Received materials

29% Have received the materials

71% Have not received the materials

Survey Question:

Q2. Which of the following best applies to you? Base: All teachers (n=101)
There are a range of reasons for why campaign materials have not (yet) been utilised....

School 1

Factors
This school had already engaged with a road-safety campaign in May 2015 and felt it was too soon for another focus on this topic so soon after the last one. In addition, in PSHE they were following a different topic in late November, so again this particular campaign was poorly timed for them.

School 2

Factors
Pupils who attend this school are described as having autism and/or severe learning difficulties or profound and multiple learning difficulties and only 2-3 pupils will ever be able to travel independently. Therefore current materials are not considered accessible for students - a greater focus on pictorial images, in sequence, is required.

52. Which of the following best applies to you? Base: All teachers (n=101)

19% Have received but not used the materials
This school is very open to receiving and using materials from TfL and TfL have presented at a year 7 assembly. However, current materials feel too limited in scope - the school is split across two sites and 3-4 posters were not enough to create an event around. Additionally, lesson plans are too long - needs to be a maximum of 30 minutes which gets straight to the point.

The materials were considered to be of good quality and will be used in the future, however, an appropriate opportunity to support the campaign with an assembly isn’t available until March - hence the posters haven’t yet been used. It’s felt that the posters work best in conjunction with other messaging - as a stand alone, they lack stand out.

Factors

School 3

Factors

School 4

For many, time is the biggest barrier to usage

10% Have used the materials

52. Which of the following best applies to you? Base: All teachers (n=101)
The school is quite remote and access is by car or bus only – kids don’t walk or cycle as it’s considered unsafe on the roads. They do have a fairly comprehensive road safety programme – using a local theatre group to inform road safety for Y7 and Y8 which is organised via the local council – these sessions tend to go down really well. Y12 get to go to a presentation within the local borough and this tends to be really hard hitting. The materials that TfL produced are felt to be of a high standard but again time is of a period and it’s hard to fit more lessons in.
Of the 29 per cent who have received the materials, the majority received them by post.

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Post</td>
<td>72%</td>
</tr>
<tr>
<td>Borough officer</td>
<td>10%</td>
</tr>
<tr>
<td>Colleague</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>7%</td>
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</table>

D2. How did you receive these Teen Road Safety resources? Base: All receiving the materials (n=29)

Caution! Low base size.
**Flexibility is key for future engagement**

Overall materials are felt to be a good support; suggestions in order to increase likelihood to use include:

<table>
<thead>
<tr>
<th>Communication planning</th>
<th>Resource</th>
<th>Additional support</th>
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<tbody>
<tr>
<td>Where possible send schools future campaigns before the beginning of the academic year to allow time for them to build it into their busy timetables</td>
<td>Option to request additional copies of posters - for some current volume (3-4) limits use. Alternatively ensuring posters are easy to print out or photocopy, so schools can generate multiple copies themselves</td>
<td>Including greater detail on incident facts and figures would compel boys particularly to listen more</td>
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<tr>
<th>Flexible options</th>
<th>Collaboration</th>
<th>Time of year</th>
</tr>
</thead>
</table>
| Offering a range of lesson plans of varying length – appetite for shorter, to the point sessions to use during 30 minute lesson slots | Closer working between TfL and schools with specific needs could increase relevancy and appropriateness | **26** per cent did not think November was the right time  
**18** per cent would prefer the start of the school year |

“We need more time to plan, we can do anything with time to plan it in – we’d need to know by early September really”  
[Teacher, South London]

“The posters are great but I don’t find them very easy to copy – we’re a split site school and 3 or 4 just isn’t enough to create an event around”  
[Teacher, Central London]

“Perhaps TfL should have contacted us earlier, like 2-3 months before November – as schools are so forward planning now”  
[Teacher, South London]
Future usage

There is an appetite to use the materials in future – three quarters would definitely or maybe use them.

- 35% definitely use in the future
- 41% maybe use in the future
- 1% No
- 24% Don’t know

Net: definitely/ maybe 75%

R3. Are the Teen Road Safety resources something you plan to use in the future? Base: All teachers (n=101)
Summary and Recommendations
Summary

Campaigns work in synergy with other road safety information materials and discussions

- Campaigns delivered to this age group (11-14 year olds) resonate well and have a high level of impact – children have been drip fed information from parents and teachers for years and are very receptive

TfL outreach visits have maximum influence

- TfL outreach visits to schools are very engaging and memorable for children; those positioned as ‘experts’ have greater credibility, novelty and thus impact

Campaign posters lack impact

- Hare / tortoise poster lacks instant visual understanding with many missing the dual fast-slow theme

Harder hitting imagery has a greater influence on this age group

- For this age group (11-14 year olds), harder hitting imagery has the greatest impact and promotes chat among peers

Support from TfL outreach is valuable

- Lesson / assembly plans benefit greatly from TfL outreach team involvement

Flexibility in approach is key

- Greater flexibility is required from source materials in order to make them fit bespoke assemblies and lessons

There is an appetite for use in future

- Three quarters said they would definitely or maybe use the materials in future
Recommendations

**Focus on harder hitting campaign imagery**

Has greater resonance and impact among this age group.

**Encourage the use of ‘experts’ wherever possible**

Whether this be the TfL outreach team, police, local council, paramedics or anyone else. Using external experts increases engagement and message impact.

**Flexible lesson plans**

Increase the usefulness of materials by offering multiple lesson plans of varying length. More likely to use if they don’t have to be adapted by the busy teacher to fit the purpose.

**Flexible materials**

Ensure that access to multiple posters for example is easy and straightforward. Send digital imagery as well as hard copies of materials.

**Release campaign earlier in the year**

Where possible send schools future campaigns before the beginning of the academic year to allow time for them to build it into their busy timetables’.
Schools with disabled pupils have much more specific needs

Specific time is dedicated to educate students on using the whole transport system

Transport Generally
- Play a greater role in educating pupils using public transport, in addition to road safety, taking pupils out to learn in-situ

TfL Travel Training
- Teach pupils, for example how to work out routes, learn bus numbers - opportunity for “TfL travel training”

Simple, clear messaging
- Materials need to be text light, simple pictorial and sequential in communicating the instruction/messaging - eg. this, then this, then this

Alternative Learning Methods
- Role playing of travel stories eg. ‘when I go out I do this’

Alternative Learning Tools
- Travel maps in order to help students work out routes and journeys

“Current communication is pitched too high - it needs to be very primary for our pupils to access them”
[Teacher, South London]

“TfL currently provide students with Oyster cards - it would be great if we could have a couple for teachers for when they are out training them”
[Teacher, South London]

These schools would welcome a greater collaboration with TfL in order to produce a more appropriately targeted campaign and bespoke materials