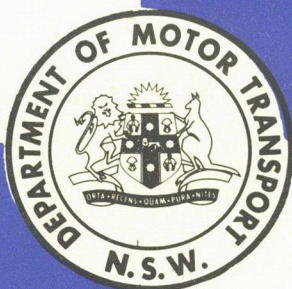


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# **TRAFFIC ACCIDENT RESEARCH UNIT**



30 JAN 1979

## **COMMUNICATING ROAD SAFETY TO THE YOUNG PEDESTRIAN**

JANE SCHREIBER, B.A.,

JILL LUKIN, B.Sc.

AN EXPLORATORY RESEARCH PROGRAMME

VOLUME II

DEPARTMENT OF MOTOR TRANSPORT NEW SOUTH WALES



The Traffic Accident Research Unit was established within the Department of Motor Transport, New South Wales, in May 1969 to provide a scientific approach to the traffic accident problem.

This paper is one of a number which report the results of research work undertaken by the Unit's team of medical, statistical, engineering and other scientists and is published for the information of all those interested in the prevention of traffic accidents and the amelioration of their effects.

A handwritten signature in dark ink, appearing to read 'W. Butler', is centered on the page.

Commissioner.

# COMMUNICATING ROAD SAFETY TO THE YOUNG PEDESTRIAN



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**AN EXPLORATORY RESEARCH PROGRAMME**

**VOLUME 11**

**JANE SCHREIBER, B.A.**

**JILL LUKIN, B.Sc.**

**TRAFFIC ACCIDENT RESEARCH UNIT,  
DEPARTMENT OF MOTOR TRANSPORT,  
NEW SOUTH WALES.**

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Dr. Robert Huntsman of the School of Education, Macquarie University, and Ms. Leone Huntsman of Newtown Nursery School Teacher's College, acted as educational consultants and conducted a portion of the individual interviews in stages 1, 2 and 4 of the research programme.

The authors also wish to express their sincere appreciation of the valued comments made by Dr. I. Johnston on the draft of this report.

The research programme has been two-thirds funded by the Australian Government under the provisions of the Transport (Planning and Research) Act, 1974.

Finally, the research programme would not have been possible without the co-operation and assistance of the New South Wales Department of Education and the staff and pupils of the schools which participated in the study.



ABSTRACT

Young pedestrians have long been a major target for road safety propaganda partly due to their over-representation in pedestrian traffic crashes. The Australian Department of Transport in co-operation with the traffic and road safety authorities of the Australian States and Territories has been responsible for the production of education material utilising the fantasy animal character, Hector Cat, in communicating to children aged 5 - 8 years old. An exploratory research programme was developed to observe how children reacted to this educational material. The research was subdivided into the following areas of investigation.

1. Hector Cat's appeal as a communicator to children.
2. Clarity of content of certain of the Hector Cat materials (comic, 1975 calendar, 3 films) to children when the materials are presented without adult support.
3. The effect of a 60 second film "Hector's School of Road Safety" on children's performance of the kerb drill.
4. Children's understanding of the concepts of "safe" and "dangerous".

Results along with child development literature indicated that, while subjects found Hector likeable, he was not as positive a model as was an authority or teaching figure in the reality-based area of traffic safety. Subjects were more involved with the story content than they were with the educational content of the Hector material. The Hector road safety film was unsuccessful in promoting safe road crossing behaviour amongst subjects. Finally, while subjects were able to correctly identify situations as either safe or dangerous, reasons given for these decisions created doubt as to subjects' comprehension of the concept of danger as it related to themselves. These findings suggest that future educational programmes would be more successful if they took into account the serious handicaps of children under 8 in the traffic environment, due to their physical immaturity and lack of experience in assessing traffic situations. Recommendations are made with regard to the types of changes which could be incorporated into future traffic safety education programmes directed at the young pedestrian.

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APPENDIX A

TABLE 1-1 : Sums of scores over all subjects in different age and sex groups indicating recognition of different characters.

Age	Sex	N	Characters							
			Hector	Humphrey	Liza	Ozzie	Caroline	Marilyn	Iain	Daryl
Under 5	M	7	0	7	0	2	0	1	1	1
	F	7	3	7	5	4	0	1	0	4
5	M	7	1	7	5	4	1	2	1	4
	F	7	2	7	3	3	0	3	0	2
6	M	7	1	7	2	4	0	2	0	3
	F	7	2	7	5	6	1	5	1	5
7	M	7	3	7	2	6	0	4	0	6
	F	7	5	7	4	6	0	4	0	6
8	M	7	5	7	2	6	0	2	0	6
	F	7	5	7	5	5	1	4	1	4

TABLE 1-2 : Analysis of variance of subjects' knowledge of characters

Source	Sum of squares	df	Mean Square	F
<u>Between subjects</u>	<u>30.8500</u>	<u>69</u>		
A (age)	3.7607	4	0.9402	2.3716
B (sex)	1.4000	1	1.4000	3.5315
AB	1.9036	4	0.4759	1.2005
Error (between)	23.7857	60	0.3964	
<u>Within subjects</u>	<u>107.7500</u>	<u>490</u>		
C (character)	48.3714	7	6.9102	59.8409***
AC	5.7536	28	0.2055	1.7795**
BC	1.6286	7	0.2327	2.0148*
ABC	3.4964	28	0.1249	1.0314
Error (within)	48.5000	420	0.1155	

\* P < 0.05

\*\* p < 0.01

\*\*\* p < 0.001



TABLE 1-3 : Children's first choice of characters: "Imaginary" and "Real" (by paired comparisons method)\*

Age	"Imaginary" character				"Real" character			
	Hector	Humphrey	Liza	Ozzie	Caroline	Marilyn	Iain	Daryl
<u>Boys</u>								
4	1	4	1	1	-	3	1	3
5	2	2	2	1	-	2	1	4
6	1	6	-	-	1	3	1	2
7	-	4	-	3	-	-	1	6
8	2	4	-	1	1	1	-	5
TOTAL	6	20	3	6	2	9	4	20
<u>Girls</u>								
4	1	3	3	-	1	3	1	2
5	-	3	3	1	2	5	-	-
6	-	3	4	-	1	5	-	1
7	2	4	1	-	2	3	-	2
8	-	2	5	-	1	4	-	2
Total	3	15	16	1	7	20	1	7
Total Sample	9	35	19	7	9	29	5	27

\* maximum possible number in each cell = 7

TABLE 1-4 : Order of preference : Sums of the Rank order of the characters.

AGE	Name of Character							
	Hector	Humphrey	Liza	Ozzie	Caroline	Marilyn	Iain	Daryl
<u>Boys</u>								
4	43	40	31	21	28	36	15	38
5	40	50	28	30	23	26	27	28
6	36	54	31	26	20	35	21	29
7	35	45	24	34	15	23	28	48
8	41	47	25	33	12	34	18	42
TOTAL	195	236	139	144	98	154	109	185
<u>Girls</u>								
4	35	52	46	22	25	24	22	26
5	24	46	48	32	21	36	21	24
6	34	49	44	24	24	36	11	30
7	33	42	44	28	27	33	14	31
8	40	45	50	31	19	33	11	23
TOTAL	166	234	232	137	116	169	79	134
<u>Rank of Characters</u>								
Boys	2	1	6	5	8	4	7	3
Girls	4	1	2	5	7	3	8	6



TABLE 1-5 : Analysis of variance of Hector's perceived attributes

Source	Sum of squares	df	Mean square	F
<u>Between subjects</u>	<u>28.2589</u>	<u>69</u>		
A (age)	8.4464	4	2.1116	7.0247 ***
B (sex)	0.0160	1	0.0160	0.0532
AB	1.7608	4	0.4402	1.4644
Error (between)	18.0357	60	0.3006	
<u>Within subjects</u>	<u>50.6250</u>	<u>490</u>		
C (attribute)	0.6410	7	0.0916	0.9228
AC	4.0108	28	0.1432	1.4435
BC	1.3698	7	0.1957	1.9719
ABC	2.9248	28	0.1045	1.0526
Error (within)	41.6786	420	0.0992	

\*\*\* p < 0.0001

TABLE 1-6 : Perceived attributes of Hector Cat number of children in each age group giving Hector positive or negative attribute

Attribute	Age					Total
	4	5	6	7	8	
Happy	6	11	13	12	14	56
Sad	8	3	1	2	0	14
Clever	12	10	12	13	11	58
Silly	2	4	2	1	3	12
People like	9	13	13	14	13	62
People dont like	5	1	1	0	1	8
Neat	11	11	12	14	14	62
Messy	3	3	2	0	0	8
Friendly	6	10	13	13	14	56
Scarey	8	4	1	1	0	14
Always knows	10	10	13	12	12	57
Never knows	4	4	1	2	2	13
Grown-up	8	12	14	12	12	58
Child	6	2	0	2	2	12
Careful	7	9	13	14	13	56
Careless	7	5	1	0	1	14
Total positive	69	86	103	104	104	465
Total negative	43	26	9	8	9	95

TABLE 1-7 : Age and sex of subjects obeying each character in conflict situations.

Age	Sex	Total		Situation *					
		Policeman obeyed	Other obeyed	A Policeman obeyed	Hector obeyed	B Policeman obeyed	Hector obeyed	C Policeman obeyed	D Policeman obeyed
Under 5	M	16	12	3	4	6	1	2	5
	F	15	13	6	1	4	3	2	3
5 years old	M	19	9	3	4	5	2	5	6
	F	23	5	6	1	6	1	6	5
6 years old	M	24	4	6	1	6	1	7	5
	F	19	9	6	1	4	3	4	5
7 years old	M	16	12	6	1	2	5	4	4
	F	21	7	5	2	5	2	5	6
8 years old	M	12	16	4	3	2	5	5	1
	F	24	4	6	1	6	1	6	6
Total		189	91	51	19	46	24	46	24

\* A: Policeman says "don't cross", Hector says "cross"  
 B: Policeman says "cross", Hector says "don't cross"  
 C: Policeman says "don't cross", favourite says "cross"  
 D: Policeman says "cross", favourite says "don't cross".



TABLE 1-8 : Analysis of variance for conflict situation  
where dependent variable is which character  
would be obeyed

Source	Sum of squares	df	Mean square	F
<u>Between subjects</u>	<u>27.6750</u>	<u>69</u>		
A (age)	1.6929	4	0.5158	1.3931
B (sex)	0.8036	1	0.8036	2.1704
AB	2.9643	4	0.7111	2.0016
Error (between)	22.2143	60	0.3702	
<u>Within subjects</u>	<u>33.7500</u>	<u>210</u>		
C (occasion)	0.2679	3	0.0893	0.5968
AC	2.9643	12	0.2470	1.6512
BC	0.3536	3	0.1179	0.7878
ABC	3.2357	12	0.2696	1.8024
Error (within)	26.9286	180	0.1496	

TABLE 2-1A: Distribution of Categories in the Film:  
Hector and Milly Save Uncle Tom. \*

	No. of Shots	Footage	% Total Film
(A) KERB DRILL - Visual Demonstration	8	57	11.0%
(1) Hector & Millie cross the road	1	29½	5.7%
(2) Millie & Children cross the road	3	15	2.9%
(3) Millie & Hector show Tom how to cross	4	12½	2.4%
(B) KERB DRILL - Stage Song & Dance Routine	23	46	8.9%
(C) BICYCLE RIDING DEMONSTRATION			
(1) Negative - Tom rides	24	68½	13.3%
(2) Positive - Hector rides	9	35½	6.9%
(D) CHASING BALL ONTO ROAD			
(1) Playing and Losing Ball	26	47	9.0%
(2) Tom runs onto road	20	36	6.9%
(E) SAFETY BELT INSTRUCTION	1	6	1.2%
(F) STORYLINE & FILL IN MATERIAL			
(1) Church and wedding	19	63½	12.3%
(2) Watering flowers	6	37	7.2%
(3) House party	12	75	14.5%
(4) Encore scene on stage	7	28	5.4%
(G) CREDITS ETC.	2	17½	3.4%
	157	517	

SUMMARY

KERB DRILL	31	103	19.9%
BICYCLE SKILLS	33	104	20.2%
CHASING BALL	46	83	15.9%
SAFETY BELT INSTRUCTION	1	6	1.2%
STORYLINE, FILL IN MATERIAL	44	203½	39.4%
CREDITS, ETC.	2	17½	3.4%
TOTAL SAFETY MATERIAL	111	296	57.2%
TOTAL STORYLINE MATERIAL	44	203½	39.4%
TOTAL CREDITS, ETC.	2	17½	3.4%

\* Analysis of Content of Hector indirect approach films (Tables 2-1A, 2-1B) prepared by Dr. R. Huntsman under contract to the Traffic Accident Research Unit, Department of Motor Transport.



TABLE 2-1B: Distribution of Categories: Story Material/  
Road Safety/ Mood Material & Effects in the  
film "Hector Plays Ball".\*

	Story Material	Road Crossing Sequence	Mood Sequences	Visual Effects Sequences	Title & Credits	Total
No. of Shots	23	30	5	30	3	91
Footage	100	74.5	34	106.5	31	346
Percentage of Film	28.88%	21.63%	9.87%	30.69%	8.95%	100%

\* See footnote to Table 2-1

TABLE 2-2A: Estimate of Ability to Read Calendar by Age & Sex of Respondent.

Age	Sex	N	Estimate of reading ability				
			Good	Moderate	Poor	Non-reader	Not recorded
5	M	8	-	-	1	5	2
	F	8	-	-	2	5	1
6	M	8	-	-	1	3	4
	F	8	-	-	2	2	4
7	M	8	-	-	3	1	4
	F	8	3	1	2	-	2
8	M	8	5	1	1	-	1
	F	8	4	-	2	-	2
Total	M	32	5	1	6	9	11
	F	32	7	1	8	7	9

TABLE 2-2B: Estimate of Ability to Read Comic by Age & Sex of Respondent.

Age	Sex	N	Estimation of reading skill				
			Good	Moderate	Poor	Non-reader	Not recorded
7	M	8	-	1	4	1	2
	F	8	1	-	5	1	1
8	M	8	3	-	4	-	1
	F	8	3	3	2	-	-
Total	M	16	3	1	8	1	3
	F	16	4	3	7	1	1



TABLE 2-3A: Saliency of Road Safety Message vs Storyline  
in Direct Approach Film by Age & Sex of Respondent.

AGE	SEX	N	Saliency of Road Safety vs Storyline		
			Road Safety	Storyline	DK
Under 5	M	6	3	1	2
	F	6	1	2	3
5	M	6	3	1	2
	F	6	3	2	1
6	M	6	5	-	1
	F	6	3	1	2
7	M	6	6	-	-
	F	6	4	2	-
8	M	6	6	-	-
	F	6	5	1	-
Total	M	30	23	2	5
	F	30	16	8	6

TABLE 2-3D: Saliency of Road Safety Message vs Storyline  
in Two Indirect Approach Films by Age & Sex of Respondent.

AGE	SEX	N	Saliency of Road Safety vs Storyline		
			Road Safety	Storyline	DK, NO RESPONSE
Under 5	M	8	1	4	3
	F	8	1	4	3
5	M	6	4	2	-
	F	6	2	4	-
6	M	6	4	1	1
	F	6	-	5	1
7	M	6	2	3	1
	F	6	3	3	-
8	M	6	3	3	-
	F	6	5	1	-
Total	M	32	14	13	5
	F	32	11	17	4



TABLE 2-3C:                      Saliency of Road Safety Message vs Storyline  
in Hector Calendar by Age and Sex of Respondent

AGE	SEX	N	Saliency of Road Safety vs Storyline		
			Road Safety	Storyline	DK
5	M	8	6	2	-
	F	8	2	5	1
6	M	8	-	5	3
	F	8	2	5	1
7	M	8	4	1	3
	F	8	7	1	-
8	M	8	8	-	-
	F	8	8	-	-
Total	M	32	18	8	6
	F	32	19	11	2

TABLE 2-3D:      Saliency of Road Safety Message vs Storyline  
                         in Comic by Age & Sex of Respondent.

AGE	SEX	N	Saliency of Road Safety vs Storyline		
			Road Safety	Storyline	DK
7	M	8	6	1	1
	F	8	-	7	1
8	M	8	5	2	1
	F	8	6	2	-
Total	M	16	11	3	2
	F	16	6	9	1



TABLE 2-4A: Most Preferred Character in Direct Approach  
Film ("Hector's School") by Age and Sex of Respondent.

AGE	SEX	N	Most Preferred Character				
			Hector	Children	All of Them	Nobody	DK
Under 5	M	6	3	-	-	1	2
	F	6	2	1	-	-	3
5	M	6	4	1	-	-	1
	F	6	4	2	-	-	-
6	M	6	5	-	-	-	1
	F	6	5	1	-	-	-
7	M	6	6	-	-	-	-
	F	6	4	-	1	-	1
8	M	6	6	-	-	-	-
	F	6	5	1	-	-	-
Total	M	30	24	1	-	1	4
	F	30	20	5	1	-	4

TABLE 2-4B: Most Preferred Character ("Hector & Millie Save Uncle Tom") by Age and Sex of Respondent.

Age	Sex	N	Most Preferred Character						
			Hector	Uncle Tom	Millie	Children	Others (Incl. All)	DK	Nobody
Under 5	M	4	-	-	1	-	1	1	1
	F	4	-	-	1	-	3	-	-
5	M	3	1	2	-	-	-	-	-
	F	3	-	2	1	-	-	-	-
6	M	3	-	1	-	-	2	-	-
	F	3	1	-	1	-	1	-	-
7	M	3	-	2	-	-	1	-	-
	F	3	-	-	2	-	1	-	-
8	M	3	1	-	-	1	1	-	-
	F	3	-	1	2	-	-	-	-
Total	M	16	2	5	1	1	5	1	1
	F	16	1	3	7	-	5	-	-

\* The tables for "Most Preferred Character - Indirect Approach films" have not been combined as several of the characters in "Hector and Millie save Uncle Tom" do not appear in "Hector Plays Ball".

TABLE 2-4C: Most Preferred Character ("Hector Plays Ball")  
by Age and Sex of Respondent.

Age	Sex	N	Most Preferred Character				
			Hector	Children	Others	DK	Nobody
Under 5	M	4	3	-	-	1	-
	F	4	-	-	2	-	2
5	M	3	3	-	-	-	-
	F	3	3	-	-	-	-
6	M	3	3	-	-	-	-
	F	3	2	-	1	-	-
7	M	3	2	1	-	-	-
	F	3	3	-	-	-	-
8	M	3	3	-	-	-	-
	F	3	3	-	-	-	-
Total	M	16	14	1	-	1	-
	F	16	11	-	3	-	2



TABLE 2-4D: Most Preferred Character in the 1975 Hector  
Calendar by Age and Sex of Respondent

Age	Sex	N	Most preferred character						
			Hector	Millie	Uncle Tom	One/all kittens	Other	None	DK/NO answ.
5	M	8	1	1	3	2	1	-	-
	F	8	2	2	-	2	1	-	1
6	M	8	4	-	1	1	1	-	1
	F	8	-	4	1	3	-	-	-
7	M	8	3	1	-	2	1	-	1
	F	8	1	2	1	3	-	-	1
8	M	8	5	-	-	1	-	1	1
	F	8	2	-	-	3	3	-	-
TOTAL	M	32	13	2	4	6	3	1	3
	F	32	5	8	2	11	4	-	2

TABLE 2-4E:      Most preferred character in comic  
by age and sex of respondent

Age	Sex	N	Most preferred character				
			Hector	Chief	Dogs	Policeman	DK
7	M	8	6	-	-	1	1
	F	8	6	-	-	1	1
8	M	8	4	2	1	1	-
	F	8	6	1	-	1	-
TOTAL	M	16	10	2	1	2	1
	F	16	12	1	-	2	1

Table 2-5A: Reasons for preferring Hector as favourite character in direct approach film by Age & Sex of Respondent

AGE	SEX	N	REASONS FOR PREFERRING HECTOR				
			ROAD SAFETY FUNCTION	PERSON-ALITY	APPEAR-ANCE	FIAT	DK
Under 5	M	3	-	1	1	1	-
	F	2	-	-	1	-	1
5	M	4	1	1	1	-	1
	F	4	2	-	1	-	1
6	M	5	-	2	1	-	2
	F	5	2	-	1	1	1
7	M	6	-	4	2	-	-
	F	4	1	1	1	-	1
8	M	6	-	5	1	-	-
	F	5	1	1	1	1	1
TOTAL	M	24	1	13	6	1	3
	F	20	6	2	5	2	5



Table 2-5B: Reasons for preferring Hector as favourite character in two indirect approach films by age and sex of respondent.

AGE	SEX	N	Reasons for preferring Hector			
			Road Safety Function	Person-ality	Appear-ance	Other
Under 5	M	3	-	1	-	2
	F	-	-	-	-	-
5	M	4	-	2	-	2
	F	3	1	1	1	-
6	M	3	-	1	2	-
	F	3	-	2	-	1
7	M	2	-	1	-	1
	F	3	-	1	1	1
8	M	4	1	2	1	-
	F	3	1	1	-	1
TOTAL	M	16	1	7	3	5
	F	12	2	5	2	3

Table 2-5C: Reasons for preferring Hector, by Age and Sex of Respondent (Calendar)

Age	Sex	N	Reasons for preferring Hector		
			Road safety function	Personality	Appearance
Under 5	M	1	-	-	1
	F	-	-	-	-
5	M	-	-	-	-
	F	2	-	1	1
6	M	4	-	1	1
	F	-	-	-	-
7	M	3	-	1	1
	F	1	1	-	-
8	M	5	1	3	-
	F	2	1	-	-
TOTAL	M	13	1	5	3
	F	5	2	1	1

TABLE 2-5D Reasons for preferring Hector, by Age and Sex of Respondent (Comic)

Age	Sex	N	Reasons for preferring Hector			
			Person- ality, Accident Proneness	Appear- ance	Other	DK
7	M	6	4	-	1	1
	F	6	3	1	-	2
8	M	4	4	-	-	-
	F	6	6	-	-	-
TOTAL	M	10	8	-	1	1
	F	12	9	1	-	2

TABLE 2-5E Attitude towards Hector as portrayed in the comic by age and sex of respondent

Age	Sex	N	What sort of person do you think Hector is?			
			Silly/ Stupid	Funny	Other	DK
7	M	8	5	2	-	1
	F	8	5	-	2	1
8	M	8	1	2	4	1
	F	8	1	4	3	-
TOTAL	M	16	6	4	4	2
	F	16	6	4	5	1



TABLE 2-6A : Apparent educational content in a direct-approach film by age and sex of respondent

Age	Sex	N	What is Hector trying to teach the children?						DK
			Look for traffic	Look (Direction)	Walk don't run	Road crossing Beh. (unspec.)	Other (No.resp.)	To sing a song	
Under 5	M	6	-	2	-	2	1	-	1
	F	6	-	-	1	-	-	1	4
5	M	6	-	3	1	1	-	-	1
	F	6	-	1	1	4	-	-	-
6	M	6	1	-	-	5	-	-	-
	F	6	-	1	2	2	-	-	-
7	M	6	-	-	2	4	-	-	-
	F	6	-	3	-	3	-	-	-
8	M	6	1	2	-	3	-	-	-
	F	6	-	-	3	3	-	-	-
TOTAL	M	30	2	7	3	15	1	-	2
	F	30	-	5	7	12	-	1	5

Table 2-6B Apparent Educational Content in the Indirect  
Films by Age and Sex of Respondent

Age	Sex	N	What the films are trying to teach				
			Road rules (general)	To cross roads (specific)	To ride bike (specific)	Other	DK
Under 5	M	8	-	4	-	1	3
	F	8	-	2	-	2	4
5	M	6	-	3	1	2	-
	F	6	1	4	-	1	-
6	M	6	-	5	-	-	1
	F	6	3	-	-	1	2
7	M	6	1	5	-	-	-
	F	6	1	4	-	-	1
8	M	6	1	4	-	-	1
	F	6	3	3	-	-	-
Total	M	32	2	21	1	3	5
	F	32	8	13	-	4	7

Table 2-6C Perceptions of what Hector/Uncle Tom did that was Dangerous in two Indirect Films by Age and Sex of Respondents

Age	Sex	N	Perception of dangerous behaviour				
			Road crossing/ chasing ball	Bike riding	Other	Nothing	DK
Under 5	M	8	1	-	1	4	2
	F	8	6	-	2	-	-
5	M	6	4	-	2	-	-
	F	6	2	-	2	1	1
6	M	6	4	-	-	1	1
	F	6	2	1	1	1	1
7	M	6	4	1	-	1	-
	F	6	4	1	1	-	-
8	M	6	6	-	-	-	-
	F	6	6	-	-	-	-
Total	M	32	19	1	3	6	3
	F	32	20	2	6	2	2



Table 2-7A January/February : Perception of What  
Hector is doing by Age and Sex of Respondent

Age	Sex	N	What is Hector doing?			
			Physical activity	Road safety	Crossing road	Other/DK
5	M	8	4	1	1	2
	F	8	5	-	3	-
6	M	8	7	-	-	1
	F	8	8	-	-	-
7	M	8	7	1	-	-
	F	8	4	1	1	2
8	M	8	2	4	2	-
	F	8	3	4	1	-
Total	M	32	20	6	3	3
	F	32	20	5	5	2

Table 2-7B April: Perception of What Jilly is doing by Age and Sex of Respondent

Age	Sex	N	What is Jilly doing?						
			Physical activity	Road safety function	Crossing road at pedestrian crossing	Crossing road	Other	DK/No answer	
5	M	8	8	-	-	-	-	-	-
	F	8	6	-	-	-	-	2	-
6	M	8	6	-	-	-	2	-	-
	F	8	7	-	-	1	-	-	-
7	M	8	7	-	-	1	-	-	-
	F	8	4	1	-	-	-	1	2
8	M	8	5	2	-	-	-	-	1
	F	8	6	-	1	1	-	-	-
Total	M	32	26	2	-	1	1	2	1
	F	32	23	1	1	2	3	2	2

Table 2-7C June: Perception of What Willy and Bob are doing by Age and Sex of Respondent

Age	Sex	N	What are Willy and Bob doing?				
			Physical activity	Road safety function	Playing near roadway	Playing in safe place	DK
5	M	8	7	-	1	-	-
	F	8	6	-	1	-	1
6	M	8	8	-	-	-	-
	F	8	7	1	-	-	-
7	M	8	6	-	1	-	1
	F	8	5	-	2	-	1
8	M	8	7	1	-	-	-
	F	8	4	1	2	1	-
Total	M	32	28	1	2	-	1
	F	32	22	2	5	1	2



Table 2-7D August: Perceptions of What Milly is doing  
by Age and Sex of Respondent

Age	Sex	N	What is Milly doing?				
			Physical activity	Road safety function	Crossing road	Other	DK
5	M	8	5	-	2	1	-
	F	8	5	-	3	-	-
6	M	8	8	-	-	-	-
	F	8	7	1	-	-	-
7	M	8	8	-	-	-	-
	F	8	4	1	1	-	2
8	M	8	5	-	3	-	-
	F	8	5	3	-	-	-
Total	M	32	26	-	5	1	-
	F	32	21	5	4	-	2

Table 2-7E    October:    Perceptions of What Uncle  
Tom is doing by Age and Sex of Respondent

Age	Sex	N	What is Uncle Tom doing?				
			Physical activity	Road safety function	Telling about seat belts	Crossing road	DK
5	M	8	7	-	-	-	1
	F	8	5	-	-	3	-
6	M	8	8	-	-	-	-
	F	8	7	-	-	1	-
7	M	8	5	1	1	-	1
	F	8	4	-	1	1	2
8	M	8	3	-	4	1	-
	F	8	2	-	6	-	-
Total	M	32	23	1	5	1	2
	F	32	13	-	7	5	2

Table 2-7F November/December: Perceptions of why Hector,  
Millie and the Kittens are having a Party by Age and Sex  
of Respondent

Age	Sex	N	Why are they having a Party?			
			Birthday	Celebrate learning	Other	DK
5	M	8	7	-	1	-
	F	8	8	-	-	-
6	M	8	8	-	-	-
	F	8	6	-	1	1
7	M	8	8	-	-	-
	F	8	7	1	-	-
8	M	8	7	1	-	-
	F	8	5	2	1	-
Total	M	32	30	1	1	-
	F	32	26	3	2	1



TABLE 2-8A : Perception of what Hector is trying to Teach Jilly by Age and Sex of Respondent

Age	Sex	N	What is Hector trying to teach Jilly?					
			How to cross road (general)	How to use pedestrian crossing	About Policeman	Pedestrian crossing & Police-man	Other (unrelated)	DK
5	M	8	6	1	-	1	-	-
	F	8	4	2	-	-	1	1
6	M	8	6	-	1	-	-	1
	F	8	2	2	2	-	2	-
7	M	8	4	3	1	-	-	-
	F	8	4	1	1	1	1	-
8	M	8	4	2	-	2	-	-
	F	8	3	3	-	2	-	-
Total	M	32	20	6	2	3	-	1
	F	32	13	8	3	3	4	1

TABLE 2-8B : Reasons for Crossing the Road at a Safety Crossing by Age and Sex of Respondent

Age	Sex	N	Why cross the road at a safety crossing?			
			Cars stop; safe for people	Lines are there for people to walk on	Other	No response; DK
5	M	8	5	2	1	-
	F	8	4	2	2	-
6	M	8	3	2	2	1
	F	8	3	2	1	2
7	M	8	6	1	-	1
	F	8	7	1	-	-
8	M	8	5	2	1	-
	F	8	7	1	-	-
Total	M	32	19	7	4	2
	F	32	21	6	3	2

TABLE 2-8C : Meaning attributed to the Crossing Sign by Age and Sex of Respondent.

Age	Sex	N	What does the crossing sign mean?			
			Pedestrian crossing; walk; cross here safely	Stop and see if cars are coming	Other	No answer DK
5	M	8	8	-	-	-
	F	8	4	-	1	3
6	M	8	7	-	1	-
	F	8	5	-	1	2
7	M	8	7	-	1	-
	F	8	6	1	-	1
8	M	8	6	-	1	1
	F	8	7	1	-	-
TOTAL	M	32	28	-	3	1
	F	32	22	2	2	6

TABLE 2-9A May : Perception of what Willy and Bob are doing by Age and Sex of Respondent.

Age	Sex	N	What are Willy and Bob doing?		
			Physical activity e.g. running, jumping	Crossing road; mention of road and cars.	Other
5	M	8	2	6	-
	F	8	-	7	1
6	M	8	3	5	-
	F	8	4	3	1
7	M	8	2	6	-
	F	8	2	6	-
8	M	8	1	7	-
	F	8	2	6	-
TOTAL	M	32	8	24	-
	F	32	8	22	2



TABLE 2-9B : Perception of What Hector is trying to teach Willy and Bob by Age and Sex of respondent

Age	Sex	N	What is Hector trying to teach Willy & Bob			
			Road safety- not to play on road.	Rescuing/ reprimanding naughty children	Other	DK
5	M	8	4	2	1	1
	F	8	6	1	-	1
6	M	8	6	1	1	-
	F	8	5	1	2	-
7	M	8	8	-	-	-
	F	8	6	2	-	-
TOTAL	M	32	25	3	3	1
	F	32	24	5	2	1

TABLE 2-9C : Perception of Why it is Foolish to Play on the Roads, by Age and Sex of Respondent

Age	Sex	N	Why it is foolish to play on the roads?			
			Risk of injury	Not allowed to	Other	DK
5	M	8	8	-	-	-
	F	8	6	-	-	2
6	M	8	7	1	-	-
	F	8	7	-	-	1
7	M	8	8	-	-	-
	M	8	6	-	2	-
8	M	8	7	-	1	-
	M	8	8	-	-	-
TOTAL	M	32	30	1	1	-
	F	32	27	-	2	3



TABLE 2-9D: Reason that running between parked cars is naughty  
by Age and Sex of Respondent

Age	Sex	N	Why is it naughty to run between parked cars?						
			Danger of Injury	Difficult to see on- coming cars	Difficult for drivers to see children	Parked cars may be about to move	Other	Not Naughty	DK
5	M	8	4	-	-	1	1	-	2
	F	8	2	1	1	2	1	-	1
6	M	8	1	-	1	3	2	1	-
	F	8	1	-	-	1	6	-	-
7	M	8	3	1	1	1	2	-	-
	F	8	1	1	-	3	-	-	3
8	M	8	1	2	1	1	1	-	2
	F	8	1	1	-	2	2	-	2
TOTAL	M	32	9	3	3	6	6	1	4
	F	32	5	3	1	8	9	-	6

TABLE 2-9E : Proper course of action when ball goes on road, by Age  
and Sex of Respondent

Age	Sex	N	Why should the kittens do when their ball goes on the road?					
			Wait till road clear, then get it.	Seek adult assistance	Abandon ball	Go and get ball	Other	DK
5	M	8	5	1	-	1	-	1
	F	8	3	2	-	2	1	-
6	M	8	7	1	-	-	-	-
	F	8	4	3	-	1	-	-
7	M	8	5	-	1	1	1	-
	F	8	3	3	1	1	-	-
8	M	8	6	1	-	-	-	1
	F	8	4	2	2	-	-	-
TOTAL	M	32	23	3	1	2	1	2
	F	32	14	10	3	4	1	-

TABLE 2-10A : July : Perception of what Millie is trying to teach the kittens by Age and Sex of Respondent

Age	Sex	N	What is Millie trying to teach the kittens?				
			Rain conduct; don't play in the rain	Road conduct in wet weather	Road conduct- unrelated to wet weather	Other	DK
5	M	8	5	-	1	2	-
	F	8	5	-	2	1	-
6	M	8	5	2	-	1	-
	F	8	6	1	1	-	-
7	M	8	5	-	2	-	1
	F	8	2	3	2	-	1
8	M	8	1	4	3	-	-
	F	8	2	3	3	-	-
TOTAL	M	32	16	6	6	3	1
	F	32	15	7	8	1	1

TABLE 2-10B : Reason for being more careful when the roads are wet by Age and Sex of Respondent

Age	Sex	N	Why must you be more careful when roads are wet?				
			Risk of injury - unrelated to cars	Risk of injury - related to cars	Cars skid - can't stop	Other	DK
5	M	8	4	2	1	1	-
	F	8	3	2	2	-	1
6	M	8	4	4	-	-	-
	F	8	4	3	-	1	-
7	M	8	2	3	2	-	1
	F	8	3	1	2	1	1
8	M	8	-	4	3	1	-
	F	8	2	5	1	-	-
TOTAL	M	32	10	13	6	2	1
	F	32	12	11	5	2	2



TABLE 2-11A : Perception of what Uncle Tom is trying to teach Jilly by Age and Sex of Respondent

Age	Sex	N	What is Uncle Tom trying to teach Jilly?				
			How to drive	To cross the road	Road safety, road pre-cautions	To wear seat belts	Other DK
5	M	8	3	3	1	-	1
	F	8	2	2	4	-	-
6	M	8	2	1	4	-	1
	F	8	4	-	2	-	2
7	M	8	4	-	3	1	-
	F	8	2	-	4	2	-
8	M	8	-	1	4	3	-
	F	8	3	-	3	2	-
TOTAL	M	32	9	5	12	4	2
	F	32	11	2	13	4	2



Table 2-11B Perception of Appropriate Actions when a Person  
gets into a Car by Age and Sex of Respondent

Age	Sex	N	What should you do when you get in a car?		
			Put on seat belt (unaided)	Put on seat belt (aided)	Other/DK/ no answer
5	M	8	4	1	3
	F	8	2	-	6
6	M	8	1	-	7
	F	8	2	1	5
7	M	8	6	-	2
	F	8	4	-	4
8	M	8	5	-	3
	F	8	6	1	1
Total	M	32	16	1	15
	F	32	14	2	16

Table 2-11C Knowledge of appropriate fit of Seat Belt  
or Harness by Age and Sex of Respondent

Age	Sex	N	How should your seat belt/harness fit around you?				
			Demonstrated physically	Tightly	Not too tight or loose, buckle closed	Don't Know	No Response
5	M	4	-	-	-	-	4
	F	2	-	-	-	1	1
6	M	1	-	-	-	-	1
	F	2	1	-	-	-	1
7	M	6	2	2	-	-	2
	F	4	-	3	-	1	-
8	M	5	-	2	2	1	-
	F	6	-	3	-	-	3
Total	M	16	2	4	2	1	7
	F	14	1	6	-	2	5

Table 2-11D Reason for putting on Seat Belt by Age and Sex of Respondent

Why should Uncle Tom and Jilly put on their seat belts?										
Age	Sex	N	Restraint - keep person in vehicle	The law, police	Fiat	Other	No Response/DK			
			Unaided Aided	Unaided Aided	Unaided Aided	Unaided Aided	Unaided Aided			
5	M	8	4 3	- 1	- -	- -	- -			
	F	8	2 4	- 2	- -	- -	- -			
6	M	8	1 7	- -	- -	- -	- -			
	F	8	2 4	- 1	- -	- 1	- -			
7	M	8	2 2	- -	1 -	- -	3 -			
	F	8	3 4	- -	1 -	- -	- -			
8	M	8	5 2	- -	- -	- 1	- -			
	F	8	6 2	- -	- -	- -	- -			
Total	M	32	12 14	- 1	1 -	- 1	3 -			
	F	32	13 14	- 3	1 -	- 1	- -			



Table 2-12A Perception of What Hector had to learn in  
the Comic by Age and Sex of Respondent

Age	Sex	N	What did Hector have to learn in the Comic?						
			Look before crossing	Walk- don't run	Use safety crossing	Use traffic lights	General road crossing	Other	DK
7	M	8	1	-	-	1	5	-	1
	F	8	2	-	-	2	1	1	2
8	M	8	4	-	-	-	3	-	1
	F	8	-	1	1	1	5	-	-
Total	M	16	5	-	-	1	8	-	2
	F	16	2	1	1	3	6	1	2

Table 2-12B Perception of Hector's mistakes in  
the Comic by Age and Sex of Respondent

Age	Sex	N	What mistakes did Hector make?						
			Running	Not looking	Crossing	Lights	Parked cars	Other	DK
7	M	8	3	1	1	-	-	2	1
	F	8	1	1	-	2	-	1	3
8	M	8	3	2	-	-	-	3	-
	F	8	1	1	-	-	4	2	-
Total	M	16	6	3	1	-	-	5	1
	F	16	2	2	-	2	4	3	3

Table 2-12C Recall of the Chief's remarks  
in the Comic by Age and Sex of Respondent

Age	Sex	N	What did the Chief tell Hector?			
			Road rules	Story content	Other	DK
7	M	8	1	1	1	5
	F	8	2	-	1	5
8	M	8	4	2	1	1
	F	8	7	1	-	-
Total	M	16	5	3	2	6
	F	16	9	1	1	5



Table 2-12D Recall of the Policeman's Remarks in  
the Comic by Age and Sex of Respondent

Age	Sex	N	What did the policeman tell Hector?			
			Specific Recall	General Admonition	Other	DK
7	M	8	1	3	1	3
	F	8	-	4	1	3
8	M	8	4	3	-	1
	F	8	4	3	-	1
Total	M	16	5	6	1	4
	F	16	4	7	1	4

Table 2-13A Recall of Kerb Drill after Exposure to  
Direct Approach Film by Age and Sex of Respondent

Age	Sex	N	Recall of kerb drill					
			Correct recall	Partially correct and adequate*	Partially correct (inadequate)	Incorrect recall	No recall/adequate* response	No recall
Under 5	M	6	-	4	-	1	-	1
	F	6	-	1	-	-	2	3
5	M	6	1	-	2	-	2	1
	F	6	-	2	3	-	1	-
6	M	6	-	2	3	-	1	-
	F	6	-	2	1	1	1	1
7	M	6	-	4	2	-	-	-
	F	6	1	1	3	-	1	-
8	M	6	1	4	1	-	-	-
	F	6	-	6	-	-	-	-
Total	M	30	2	14	8	1	3	2
	F	30	1	12	7	1	5	4

\* "Adequate" response: a response which could be expected to result in safe passage across a road. For example, the statement "I only cross when Mummy takes me" would be classified as a "no recall, adequate" response.

Table 2-13B Recall of Kerb Drill after Exposure to Indirect Approach Films by Age and Sex of Respondent

Age	Sex	N	Recall of kerb drill					
			Correct recall	Partially correct and adequate	Partially correct (inadequate)	Incorrect recall	No recall/adequate response	No recall
Under 5	M	8	-	-	2	-	1	5
	F	8	-	-	1	-	2	5
5	M	6	-	1	-	1	3	1
	F	6	-	1	2	1	2	-
6	M	6	-	3	1	-	1	1
	F	6	-	3	2	-	1	-
7	M	6	-	2	4	-	-	-
	F	6	-	4	1	-	1	-
8	M	6	-	3	2	-	1	-
	F	6	-	5	-	-	1	-
Total	M	32	-	9	9	1	6	7
	F	32	-	13	6	1	7	5



Table 2-13C Recall of the kerb drill after Exposure  
to Calendar by Age and Sex of Respondent

Age	Sex	N	Recall of kerb drill			
			Partially correct and adequate	Partially correct (inadequate)	No recall/ adequate response	No recall
5	M	8	1	-	3	4
	F	8	1	1	4	2
6	M	8	2	2	1	3
	F	8	3	2	1	2
7	M	8	-	3	1	4
	F	8	2	2	3	1
8	M	8	5	3	-	-
	F	8	6	1	-	1
Total	M	32	8	8	5	11
	F	32	12	6	8	6

Table 2-13D Recall of Kerb Drill after Exposure to  
Comic by Age and Sex of Respondent

Age	Sex	N	Recall of Kerb Drill					
			Correct recall	Partially correct and adequate	Partially correct (inadequate)	Incorrect recall	No recall/adequate response	No recall
7	M	8	-	2	4	-	2	-
	F	8	-	1	2	2	3	-
8	M	8	1	6	1	-	-	-
	F	8	1	4	2	-	1	-
Total	M	16	1	8	5	-	2	-
	F	16	1	5	4	2	4	-

Table 2-14A Reasons for liking Calendar  
by Age and Sex of Respondent

Age	Sex	N	Why do you like the Calendar?		
			Pictures, colour, story characters etc.	Information on road safety	Unspecified
5	M	8	6	-	2
	F	8	6	-	2
6	M	8	7	-	1
	F	8	5	-	3
7	M	8	3	1	4
	F	8	5	2	1
8	M	8	4	1	3
	F	8	5	2	1
Total	M	32	20	2	10
	F	32	21	4	7



Table 2-14B Reason for liking Comic  
by Age and Sex of Respondent

Age	Sex	N	Why did you like the Comic?				
			Hector's accidents	Funny	Road safety message	Other	DK/No reason
7	M	8	3	1	1	1	2
	F	8	3	1	-	3	1
8	M	8	-	4	1	2	1
	F	8	-	7	-	1	-
Total	M	16	3	5	2	3	3
	F	16	3	8	-	4	1

Part I TABLE 3-1 : Number of children whose description of the kerb drill had improved, stayed the same, or worsened, at each school

	Control School	%	Experimental School	%	TOTAL
Better	28	(31.5)	38	(40.4)	66
Same	35	(39.3)	33	(35.1)	68
Worse	26	(29.2)	23	(24.5)	49
Total	89		94		183

Part II TABLE 3-2 : Control Group's Directionality on First and Second Trials \*

		Trial 2		TOTAL
		Relational	Static	
Trial 1	Relational	19	26	45
	Static	22	21	43
TOTAL		41	47	86

TABLE 3-3 : Experimental Group's Directionality Before and After Propaganda Film\*

		Trial 2 Post-film		TOTAL
		Relational	Static	
Trial 1	Relational	27	27	54
	Pre-film Static	17	16	33
TOTAL		44	43	87

TABLE 3-4 : Comparison of Changes in Concept of Directionality in the Two Groups

	Relational-static changes	Static Relational Changes	TOTAL
Control Group	26	22	48
Experimental Group	27	17	44
TOTAL	53	39	92

\* A few children who gave neither a static or rational response have been excluded from Tables 3-2 and 3-3.

Part III

Table 3-5: The Experimental Group's Kerb Behaviour  
when a "Car" has Passed

	Pre-film Trial 1	Post-film Trial 2
Adequate precaution taken when car gone	-	2
Adequate precaution under pressure when car gone	10	3
No adequate precaution when car gone	76	81
Total	86	86

NOTE: Children less than 5 years old have been excluded  
from the table

Table 3-6: The Control Group's Kerb Behaviour  
when a "Car" has Passed

	Trial 1	Trial 2
Adequate precaution taken when car gone	1	2
Adequate precaution under pressure when car gone	1	3
No adequate precaution when car gone	76	73
Total	78	78

NOTE: Children less than 5 years old have been excluded  
form the table.



Table 3-7: Types of Inadequate Kerb Behaviour  
for the Control and Experimental  
Schools at each Trial

Type of inadequate behaviour	Experimental School		Control School	
	Trial 1	Trial 2	Trial 1	Trial 2
(1) Crosses road after car has passed with no mention of Kerb Drill or indication of further attempt to detect traffic	19	10	22	15
(2) Takes adequate road crossing precautions on footpath, and then crosses without attempting to detect traffic	17	37	23	33
(3) Does not take adequate road crossing precautions on footpath, and then crosses without attempting to detect traffic	27	26	21	17
(4) Other	13	8	10	8
Total	76	81	76	73

Table 3-8: Comparison between the Time Difference  $D_1$  and  $D_2$ , for the Control and Experimental School

Comparison between time differences on Trial 1 and Trial 2	Control School	Experimental School	Total
Same (-,-)	11	12	23
Same (+,+)	33	37	70
Better (-,+)	20	17	37
Better (-,0) or (0,+)	3	7	10
Worse (+,-)	13	13	26
Worse (0,-) or (+,0)	9	8	17
Total	89	94	183

Table 3-9: Values of Kendall sample tau coefficient measuring association between adequacy of road crossing behaviour and verbalisation of kerb drill, for each school at each phase of the experiment

	Control School	Experimental School
Trial 1	T = -0.0361 p = 0.691 (not significant)	T = -0.2560 p = 0.003 (highly significant)
Trial 2	T = -0.1018 p = 0.263 (not significant)	T = -0.2423 p = 0.006 (highly significant)

Table 4.1: Numbers of children correctly identifying safe and dangerous situations (Part I)

Situation	Sex of Model	Age and Sex of Subjects											
		Under 5		5		6		7		8		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
Crossing	M	4	4	5	6	4	5	4	4	5	3	22	22
	F	4	4	5	6	4	4	3	4	6	3	22	21
	Both	5	4	5	6	3	4	4	4	5	3	22	21
Reading	M	6	6	6	6	6	6	6	6	6	6	30	30
	F	6	6	6	6	6	6	6	6	6	6	30	30
	Both	6	6	6	6	6	6	6	6	6	6	30	30
Tablets	M	4	4	2	6	6	6	6	6	6	6	24	28
	F	4	4	2	6	6	6	6	6	6	6	24	28
	Both	4	3	1	6	5	4	6	5	6	6	22	24
Matches	M	6	6	6	6	6	6	6	6	6	6	30	30
	F	6	5	5	6	5	6	6	6	6	6	28	29
	Both	5	5	6	6	6	6	6	6	6	6	29	29
T. V.	M	5	4	5	6	5	3	1	4	5	5	21	22
	F	5	5	5	6	5	4	1	4	5	4	21	23
	Both	4	5	6	6	4	4	1	6	5	4	20	25
Tie Shoes	M	4	4	4	3	5	5	6	4	5	5	24	21
	F	4	4	6	4	5	5	6	4	6	5	27	22
	Both	4	4	4	5	5	5	6	4	5	5	24	23
M - Go - R	M	6	6	6	5	6	6	3	6	5	6	26	29
	F	6	6	6	5	5	6	3	5	5	6	25	28
	Both	6	6	6	5	5	6	3	5	6	6	26	28
Paint	M	6	6	6	6	6	6	6	6	6	6	30	30
	F	6	6	6	6	6	6	6	6	6	6	30	30
	Both	6	5	6	6	6	6	5	6	6	6	29	29
Pool	M	6	5	6	5	6	6	6	6	5	6	29	28
	F	5	5	6	5	6	6	6	6	6	6	29	28
	Both	5	5	6	5	6	6	6	6	6	6	29	28



Table 4.2: Analysis of variance of correct and incorrect perceptions of safe and hazardous situations

Source	SS	df	MS	F
<u>Between subjects</u>	5.4888	59		
A (age)	0.6555	4	.1639	1.94
B (sex)	0.1185	1	.1185	1.40
AB	0.4926	4	.1232	1.46
Error (between)	4.2222	50	.0844	
<u>Within subjects</u>	<u>52.4444</u>	<u>480</u>		
C (situation)	5.2666	8	.6583	6.97***
AC	4.6779	32	.1462	1.55*
BC	0.6815	8	.0852	0.90
ABC	4.0407	32	.1263	1.34
Error (within)	37.7777	400	.0944	

\*  $p < 0.05$

\*\*\*  $p < 0.001$

Table 4.3: Sum of ranks given to six situations,  
by age and sex of subjects (Part II)

Age	Sex	Total	Situation					
			Crossing	Tablets	Matches	Tie Shoes	M-Go-R	Pool
Under 5	M	126	18	20	10	20	35	23
	F	126	19	27	16	18	30	16
5 years old	M	126	21	31	9	18	35	12
	F	126	23	15	14	17	34	23
6 years old	M	126	24	17	7	24	34	20
	F	126	23	21	6	18	36	22
7 years old	M	126	24	15	11	24	32	20
	F	126	23	16	12	23	34	18
8 years old	M	126	25	16	13	13	36	23
	F	126	25	13	11	17	35	25
Total	M	630	112	99	50	99	172	98
	F	630	113	92	59	93	169	104

Table 4.4: Analysis of variance for ranked scores of hazardous situations

Source	SS	df	MS	F
<u>Within subjects</u>	<u>197.0077</u>	<u>240</u>		
C (situation)	100.8168	5	20.1633	52.93***
AC (age x situation)	10.6937	15	0.7129	1.87*
BC (sex x situation)	1.4010	5	0.2802	0.74
ABC	7.9072	15	0.5271	1.38
Error (within subjects)	76.1890	200	0.3809	

\*  $p < 0.05$

\*\*\*  $p < 0.001$

Table 4.5: Totals, over all children in four age groups, of rank scores given to each of 6 situations

Situation	Age			
	5 yrs	6 yrs	7 yrs	8 yrs
Crossing	44	47	47	50
Tablets	46	38	31	29
Matches	23	13	23	24
Tie Shoes	35	42	47	30
Merry-go-round	69	70	66	71
Pool	35	42	38	48



Table 4.6: Rating of Road Crossing Situation  
by Reason by Age of Respondent

Age	Rating of Situation			
	Safe		Dangerous	
	Mature Rote		Mature Rote	
Under 5,5 and 6	4	3	15	11
7 and 8	6	1	11	5
Total	10	4	26	16

Note: 4 immature reasons omitted  
due to low frequency

Age x rating x reason:  $\chi^2 = 0.477$ , 1 d.f., Not significant (NS)  
Age x reason  $\chi^2 = 1.576$ , 1 d.f., NS  
Age x rating  $\chi^2 = 0.615$ , 1 d.f., NS  
Reason x rating  $\chi^2 = 0.415$ , 1 d.f., NS

Examples of Responses to Road Crossing Situation:

Dangerous:

Mature: "If they were going to cross the road and they didn't see the car then the car might knock them down."

Rote: "You could get run over."

Immature (fantasy): "He's going to run across to his sister, or sister to brother. If they both run into the middle of the road and they bump into each other, car could run over them."

Safe:

Mature: "They're going to cross, but they're waiting for the car."

Rote: "Not dangerous; they're waiting."

Immature (illogical): "Car might go up or down (on path)."

Table 4.7: Reason for Rating of Reading Situation by Age of Respondent

Age	Reason	
	Rote	Immature
Under 5,5 and 6	13	23
7 and 8	11	10
Total	24	33

Note: All children rated the reading situation as "safe".4 immature responses omitted

Age x Reason:  $\chi^2 = 1.440$ , 2 d.f., NS

Examples of Responses to Reading Situation:

Safe:

Mature: "They're not playing with anything else that will hurt them while they're doing it."

Rote: "When you just read, it doesn't hurt."

Immature (illogical): (a) "Sitting on the lounge and not anywhere else"

(fantasy) : (b) "Nothing in the pictures could jump out and hurt them."

Table 4.8: Reason for Dangerous Rating of Tablets Situation  
(Male Model) by Age of Respondent

Age	Reason		
	Mature	Rote	Immature
Under 5,5 and 6	11	10	7
7 and 8	19	3	2
Total	30	13	9

Note: 8 "safe" ratings omitted

Age x reason:  $\chi^2 = 8.422$ , 2 d.f.,  $p < 0.05$

Examples of Responses to Tablets (Male Model) Situation:

Safe:

Rote: "Tipping some tablets. He's just pouring them out."

Immature (illogical): "It's good. Tablets are horrible to eat."

Dangerous:

Mature: "You might get sick from eating them."  
"They might be bad for the boy - he might get sick."

Rote: "He'll get dead".

Immature (illogical): "If you have one of the tablets you can die. If the little boy can't reach the tap to have a drink he can die. They're just for big people little people can't reach taps.

- "You do it inside."

(fantasy) - "You could eat one and be dead."

(punishment) - "Playing with pills, he'll get in trouble."



Table 4.9: Reason for Dangerous Rating of Tablets Situation (Female Model) by Age of Respondent

Age	Reason		
	Mature	Rote	Immature
Under 5, 5 and 6	7	18	3
7 and 8	15	8	1
Total	22	26	4

Note: 8 "safe" ratings omitted

Age x reason:  $\chi^2 = 7.492$ , 2 d.f.,  $p < 0.05$

Examples of Responses to Tablets (Female Model) Situation:

Dangerous:

Mature: "They might be a drug of some sort and she might be killed if she had too many of them."

Rote: "She could swallow one and go to hospital."

Immature (illogical): "She's playing with cough things. She might hurt her throat."

Safe:

Mature: "Can make you better, and it's good for you."

Rote: "Nothing there to hurt you (lollies)."

Immature: (fear of punishment): "They'll get into trouble."

(illogical): "Cause that's why she's doing it - she'll get a drink of water and take one."

Table 4.10: Reason for Dangerous Rating of  
Matches Situation by Age of Respondent

Age	Reason		
	Mature	Rote	Immature
Under 5, 5 and 6	16	14	4
7 and 8	12	11	1
Total	28	25	5

Note: 2 "safe" ratings omitted

Age x reason:  $\chi^2 = 1.038$ , 2 d.f., NS

Examples of Responses to Matches Situation:

Dangerous:

Mature: "They might light one and burn themselves."

Rote: "Playing with matches; could burn themselves."

Immature (fantasy): "The sun could get on through a bit of light and it could start lighting. You'd burn yourself."

Safe:

Mature: "They haven't got the packet - only half of it - so they couldn't strike it."

Rote: "Haven't got red on them."

Table 4.11: Rating of Television Situation by Reason by Age of Respondent

Age	Rating of Situation					
	Safe			Dangerous		
	Mature	Rote	Immature	Mature	Rote	Immature
Under 5, 5 and 6	6	14	7	2	3	2
6 and 7	8	3	5	6	2	0
Total	14	17	12	8	5	2

Note: 2 subjects who gave no reason for their response omitted

Age x rating x reason:  $\chi^2 = 2.345$ , 2 d.f., NS  
 Age x reason:  $\chi^2 = 7.833$ , 2 d.f.,  $p < 0.05$   
 Age x rating:  $\chi^2 = 1.192$ , 1 d.f., NS  
 Reason x rating:  $\chi^2 = 2.357$ , 2 d.f., NS

Examples of Responses to the Television Situation:

Dangerous:

Mature: "They're watching television too close - you can get your eyes sore, my mommy tells me."

Rote: "Right near TV - they'll get blind."

Immature: (a) Illogical: "Someone could knock at door and kick them."

(b) Fantasy: "If you break something off it, or pull the cord out you'll be electrocuted."

Safe:

Mature: "Just sitting down and being quiet and watching telly."

Rote: "Cause they can watch TV."  
 "Cause it's not dangerous."

Immature: (a) Illogical: "Only a film and it's not true."  
 (b) Fantasy: "Can't get killed. Their mother won't let them."



Table 4.12: Rating of Tie Shoes Situation by Reason by Age of Respondent

Age	Rating of Situation			
	Safe		Dangerous	
	Mature	Immature	Mature	Immature
Under 5, 5 and 6	1	5	19	1
7 and 8	0	4	19	1
Total	1	9	38	2

Note: 10 rote reasons omitted

Age x rating x reason:  $\chi^2 = 0.023$ , 1 d.f., NS  
Age x reason:  $\chi^2 = 0.037$ , 1 d.f., NS  
Age x rating:  $\chi^2 = 0.321$ , 1 d.f., NS  
Reason x rating:  $\chi^2 = 33.683$ , 1 d.f.,  $p < 0.001$

Examples of Responses to the Tie Shoes Situation:

Dangerous:

Mature: "Car is just about to come out, they might get knocked over. Man can't see them, so might back out and run them over."

Rote: "Because the car could drive a long way and there might be a lot of children along the path."

"A car might come right on the side and run them over. Car could run over them."

Immature (illogical): "Tying shoes up. If you don't know how to tie your shoelaces up, then you'll fall over or you might trip on the stones."

Safe:

Mature: "The cars aren't going, they're just parking."

Rote: "The car's stopped. I know it's not going to go, cause there's a boy and girl there."

Immature (illogical): "Good to tie up your shoes."

Table 4.13: Reason for Safe Rating of Painting Situation by Age of Respondent

Age	Reason		
	Mature	Rote	Immature
Under 5, 5 and 6	15	6	11
7 and 8	16	3	4
Total	31	9	15

Note: 5 subjects who gave no reason or who gave an immature reason omitted

Age x reason:  $\chi^2 = 2.904$ , 2 d.f., NS

Examples of Responses to the Painting Situation:

Dangerous:

Mature: (said only to boy/girl photo)  
"Easel could fall on top of them."

Immature (fantasy): "Cause the ladder might fall on them."

Safe:

Mature: "Just painting on paper - can't do anything with the paint to hurt yourself."

Rote: "Can't get hurt."

Immature: (a) (Illogical) "Cause the easel's got legs. Painting hasn't got any sharp things."

(b) (Fantasy) "Painting could not come alive, not happen."

(c) (Punishment) "She's standing there painting with paintbrush. Got smock on so won't get dirty - mother cranky if paint got on clothes."

Table 4.14: Reason for Safe Rating of Merry-Go-Round Situation by Age of Respondent

Age	Reason		
	Mature	Rote	Immature
Under 5, 5 and 6	11	9	14
7 and 8	13	4	3
Total	24	13	17

Note: 6 "dangerous" ratings omitted

Age x reason:  $\chi^2 = 5.980$ , 2 d.f., NS

Examples of Responses to the Merry-Go-Round Situation:

Dangerous:

Mature: "Could climb off while it's going and fall over."

Immature (fantasy): "They might bump into each other."

Safe:

Mature: "Holding onto the reins - won't fall off".

Rote: "Won't fall off."

Immature (illogical): "Up and down horsey; cause I don't know".

(punishment): "Man allowed her to ride on it".



Table 4.15: Reason for Dangerous Rating of Pool Situation by Age of Respondent

Age	Reason		
	Mature	Rote	Immature
Under 5, 5 and 6	11	15	7
7 and 8	22	0	2
Total	33	15	9

Note: 3 "safe" ratings omitted

Age x reason:  $\chi^2 = 20.535$ , 2 d.f.,  $p < 0.001$

Examples of Responses to Pool Situation:

Dangerous:

Mature: "They might fall in. If they both can't swim they would both drown. But if one can swim he could go and get the other one. The big one (boy) might be able to swim. But still dangerous - might have forgotten how to swim. "

Rote: "They might still fall in-they might just sink. Will fall in. "

Immature:

a) illogical - "Walking across the pool - you could get killed. "

b) fantasy - "Edge of river - they might fall in and get their clothes wet, they haven't got any costume on. "

c) punishment - "Walking near water - might go in - when their mommy says they can go in the water they can. "

Safe:

Mature: "They might know how to swim. "

Immature (illogical): "It's real sunny and hot, it gets hot in the water. "

APPENDIX C

STAGE 1 - QUESTIONNAIRE

Interview - Children's Preferences  
Real and Imaginary Television Characters

---

Introduction: I want to find out what children think about the people they see on television. I have some photographs here that I'm going to show you, and I want you to tell me what you think about them. There aren't any right and wrong answers, so just say what you think - O.K.?

1. a) Do you know who this is?  
(pointing to character in photograph\*)
- b) What does he/she do?  
(If not known, give name and brief explanation)

This is Hector, and he's on television singing with children about crossing the road;

This is Liza, and she appears in a children's TV show called Adventure Island;

This is Ozzie, and he's in a children's TV show called Hey, Hey, it's Saturday, and also Cartoon Corner:

This is Daryl, who's in the same shows with Ozzie;

This is Iain Finlay, and he's in a TV show for grownups called This Day Tonight;

\* photographs presented in different order to each child.

This is Caroline Jones, and she's in a TV show for grownups called Four Corners;

This is Humphrey Bear, and he's in a TV show for children called the Humphrey B. Bear show;

This is Miss Marilyn, and she's in a TV show for children called the Super Flying Fun Show.

(One photograph is shown at a time, as the child finishes each photograph is placed face down to one side of the table, on top of the previous one, so that the pile is in order as before).

2. Now I want you to look at these two photographs which one of these people do you like the best?

(Two imaginary or two real characters are presented, each character being named and pointed to as the photograph is set down in front of the child. The procedure is repeated, using paired comparisons until the child has nominated his favourite real, favourite imaginary and, finally, most preferred character.

3. Which one of all of these do you like the best?

(All photographs are set out in front of the child; after he makes his first choice, the photograph is taken away and the question repeated, until all the eight characters have been ranked).

4. You told me that you liked this one (most preferred real) and this one (most preferred imaginary character). Can you tell me why you like N (imaginary)? And why you like N (real)?

5. I'm going to say two things about Hector at a time, and I want you to tell me which one is true:

H. is happy

H. is silly

People like H.

H. looks messy and dirty

H. is sad

H. is clever

People don't like H.

H. looks neat and tidy



H. is friendly

H. is scarey

H. never knows what to do

H. always knows what to do

H. is a child like you

H. is a grownup like me

H. is careful

H. is careless

6. I want you to pretend you're standing on the footpath, and Hector comes along and says: You can cross the road now. But a policeman comes along too, and he says: Don't cross the road.

Would you do what the policeman says and don't cross the road?

Or would you do what Hector says, and cross the road?

7. Now pretend you're standing on the footpath again, and the policeman says: You can cross the road now. But Hector comes along too, and he says: Don't cross the road.

Would you do what Hector says and don't cross the road:

Or would you do what the policeman says and cross the road?

8. I want you to pretend you're standing on the footpath and (N, most preferred character) comes along and says: You can cross the road now. But a policeman comes along too, and he says. Don't cross the road.

Would you do what N says, and cross the road?

Or would you do what the policeman says, and don't cross the road?

9. Now pretend you're standing on the footpath again and the policeman comes along and says: You can cross the road now. But N comes along too, and says: Don't cross the road.

Would you do what the policeman says, and cross the road?

Or would you do what N says, and don't cross the road?

That's all. Thank you very much for helping me.

APPENDIX C

STAGE 2 QUESTIONNAIRE

Name \_\_\_\_\_

Age \_\_\_\_\_

School \_\_\_\_\_

Hector Plays Ball

1. What is the film about? \_\_\_\_\_

Road Safety

Story Content


2. Who is in the film? (record in order mentioned) \_\_\_\_\_

3. Who do you like best? Why do you like \_\_\_\_\_ best? \_\_\_\_\_

4. What was the film trying to teach Hector? \_\_\_\_\_

Probe: What did Hector do wrong? \_\_\_\_\_

Why was he sometimes happy and sometimes sad? \_\_\_\_\_

Did Hector do anything that was dangerous? What was that? \_\_\_\_\_

5. How should you cross the road? \_\_\_\_\_

6. Did you like Hector's Song? Can you sing it? \_\_\_\_\_

Name \_\_\_\_\_  
Age \_\_\_\_\_  
School \_\_\_\_\_

Hector and Millie Save Uncle Tom

1. What was the film about?

Road Safety

Story Content


2. Who is in the film? (record in order mentioned)

3. Who do you like best? Why do you like \_\_\_\_\_ best?

4. What were Hector and Millie trying to teach Uncle Tom?

Probe: What thing did Uncle Tom do that was naughty?

Did Uncle Tom do anything that was dangerous? What was that?

5. How should you cross the road?

6. Did you like Hector's song? Can you sing it?



Subject's Name \_\_\_\_\_

Age \_\_\_\_\_

School \_\_\_\_\_

Hector's School

1. What is the film about?

_____	Road Safety	<div style="border: 1px solid black; width: 20px; height: 20px; display: flex; flex-direction: column; align-items: center; justify-content: center;"><div style="border: 1px solid black; width: 10px; height: 10px; margin-bottom: 2px;"></div><div style="border: 1px solid black; width: 10px; height: 10px;"></div></div>
_____	Story Content	
_____		
_____		

2. Who is in the film? (record in order mentioned) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Who do you like best? Why do you like \_\_\_\_\_ best? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What was Hector trying to teach the children? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How should you cross the road? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Did you like Hector's Song? Can you sing it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_  
Age \_\_\_\_\_  
School \_\_\_\_\_

1975 Hector Calendar

1. What is the calendar about?

Road Safety

Story line


2. Who is in the calendar? (record in order mentioned)

3. Who did you like best? Why did you like \_\_\_\_\_ best?

4. What is the calendar trying to teach you? Let's look at each page of the calendar, month by month and see:

JANUARY/FEBRUARY: What is Hector doing?

MARCH: What is Hector trying to teach Jilly?

(IF RESPONSE RELATES TO GOOD CROSSING, ASK:)

(a) Probes: Do you know why people should cross the road at a safety crossing?

(IF NO MENTION OF GOOD CROSSING, SHOW PEDESTRIAN CROSSING:)

(a) Probes: Do you know why people should cross the road at a safety crossing?

(IF NO MENTION OF GOOD CROSSING, SHOW PEDESTRIAN CROSSING:)

(b) Do you know what these lines are for?

(IF (b) RESPONSE MENTIONS ROAD CROSSING, ASK:)

(c) Do you know why people should cross the road at a safety crossing?

---

---

(IF NO MENTION OF ROAD CROSSING IN (c), SAY TO CHILD THAT THE LINES ACROSS THE ROAD INDICATES THAT IT IS A SAFETY CROSSING FOR PEOPLE TO CROSS THE ROAD. THEN ASK:)

(d) Do you know why people should cross the road at a safety crossing?

---

---

APRIL: What is Jilly doing? What does the sign she's carrying mean?

---

---

---

MAY: What are Willy and Bob doing? \_\_\_\_\_

---

What is Hector trying to teach them? \_\_\_\_\_

---

Where should children play? \_\_\_\_\_

---

Why is it foolish to play on the road? \_\_\_\_\_

---

Why are the kittens naughty when they run between parked cars?

---

---

What should the kittens do when their ball goes onto the road? \_\_\_\_\_

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JUNE: What are Willy and Bob doing? \_\_\_\_\_

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JULY: What is Milly trying to teach Willy, Jilly and Bob? \_\_\_\_\_

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Why must you be more careful when the roads are wet? \_\_\_\_\_

\_\_\_\_\_

AUGUST: What is Milly doing? \_\_\_\_\_

\_\_\_\_\_

SEPTEMBER: What is Uncle Tom trying to teach Jilly: \_\_\_\_\_

\_\_\_\_\_

Uncle Tom is taking Jilly for a drive. What must Jilly and Uncle Tom do when they get into the car to go for a drive? \_\_\_\_\_

\_\_\_\_\_

(IF SAFETY BELTS MENTIONED, ASK:)

Why should you do this? How should your seat belt or harness fit around you?

\_\_\_\_\_

(IF NO MENTION OF SAFETY BELTS, ASK)

Anything else? \_\_\_\_\_

\_\_\_\_\_

(IF NO MENTION OF SAFETY BELTS, SAY:)

Uncle Tom and Jilly should put on their seat belts. Why should they put on their seat belts? \_\_\_\_\_

\_\_\_\_\_

OCTOBER: What is Uncle Tom doing? \_\_\_\_\_

\_\_\_\_\_

NOVEMBER/DECEMBER: Now Hector and Milly and their kittens are having a party.

Why are they having a party?

Birthday

☐

Road Safety

☐

\_\_\_\_\_

\_\_\_\_\_

5. How should you cross the road? \_\_\_\_\_

\_\_\_\_\_

6. Do you like the calendar: Why do you like/dislike it? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_

School \_\_\_\_\_

Hector Comic Book

1. What is the comic about?

Road Safety

Story Content


2. Who are the characters in the comic? (record names in order mentioned) \_\_\_\_\_

3. Who do you like best? Why do you like \_\_\_\_\_ best? \_\_\_\_\_

4. What did Hector have to learn in the story? \_\_\_\_\_

In the comic, Hector made a lot of mistakes. Can you tell me the mistakes he made? \_\_\_\_\_

What did Chief tell Hector? \_\_\_\_\_

What did the Policeman tell Hector? \_\_\_\_\_

5. How should you cross the road? \_\_\_\_\_

6. Did you like the comic book? Why did you like/dislike the comic book?



7. What sort of person do you think Hector is? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX C

### STAGE 3 QUESTIONNAIRE

(1)

Card No.	..	..	..	1	2
----------	----	----	----	---	---

Identification No. 

(2)	(3)	(4)

(5)

Phase No. . . . . 1 2

Name \_\_\_\_\_

	(6)
AGE: 4 years 9 months - Under 5 .. .. .	1
5 years - Under 5½ .. .. .	2
5½ - Under 6 .. .. .	3
6 - Under 6½ .. .. .	4
6½ - Under 7 .. .. .	5
7 - Under 7½ .. .. .	6

[illegible][illegible]

We're going to do a pretend game. Let's pretend that the place we are standing now is the footpath on the edge of the road, and that these lines show where the road is. That's the footpath on the other side of the road where \_\_\_\_\_ is. The cars travel this way along the road. Do you ever cross the road by yourself? I want you to show me how you should cross this road safely.

- 1 (a) First, tell me what you should say and do when you cross the road. (If subject does not act out some form of Kerb Drill, Probe with:)
- (b) Can you show me how you act out the Kerb Drill? What should you do? What does your mother tell you to do when you cross the road?

RECORD PARTS OF THE KERB DRILL SHOWN BY SUBJECT ON LIST BELOW:

										(9-15)	YES	NOT
										YES	(PROBED)	MENTIONED
STOP AT THE KERB	..	..	..	..	..	..	..	..	..	1	2	3
LOOK TO YOUR RIGHT	..	..	..	..	..	..	..	..	..	1	2	3
LOOK TO YOUR LEFT..	..	..	..	..	..	..	..	..	..	1	2	3
LOOK TO YOUR RIGHT AGAIN	..	..	..	..	..	..	..	..	..	1	2	3
THEN, IF THE ROAD IS CLEAR OF TRAFFIC	..	..	..	..	..	..	..	..	..	1	2	3
WALK STRAIGHT AHEAD/ACROSS THE ROAD	..	..	..	..	..	..	..	..	..	1	2	3
DON'T RUN	..	..	..	..	..	..	..	..	..	1	2	3

NON-RESPONSE TO ROAD CROSSING SITUATION - TERMINATE

☐



2. FIRST CROSSING:

You've just told me what you're supposed to do to cross the road safely. Now, I want you to show me how you do this.

(Probe: Tell me which way you're looking as you cross)

(SUBJECT HAS NOW CROSSED THE ROAD. HAVE SUBJECT TURN AROUND SO THAT HE FACES STARTING POSITION AND SAY:)

Now, do the same thing again and come back across the road to me - crossing the road safely.

Child looks to his/her left and right correctly ("left" remains "left" and "right" remains "right" regardless of side of road

child is on .. .. .

(16)

1

Child switches left and right positions when on different sides of road .. .. .

2

Other (specify) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

☐

3. SECOND CROSSING:

Now, do the same thing again, and cross the road. (AFTER THE CHILD HAS LOOKED IN ONE DIRECTION INTERRUPT HIM BY SAYING:) Wait a second and stop what you're doing. Let's pretend that there's one car coming down the road. I want you to cross the road safely whenever you think the car has passed (\*commence timing now.)

- |     |   |      |   |
|-----|---|------|---|
| (a) | Child waits for car to pass, then continues Kerb Drill  | (17) | } |
|     | from point of interruption .. .. .  | 1    |   |
| (b) | Child crosses road after car has passed with no mention of Kerb Drill or indication of further attempt to detect traffic.. .. .         | 2    |   |
| (c) | <u>Adequate</u> road crossing precautions taken regardless of whether this takes the <u>form</u> of the conventional Kerb Drill .. .. . | 3    | } |
| (d) | Other (specify) _____   |      |   |
|     | _____   |      |   |
|     | _____   |      |   |
- 

(IF RESPONSE IN SECOND CROSSING IS (a) (b) or (d), SAY:)

You forgot to do something when you crossed the road just now. Think what it could have been (pause). Now, can you show me the right way to safely cross the road? Remember there's a car coming (commence timing now).

- |     |  |      |   |
|-----|--|------|---|
|     |  | (18) | } |
| (e) | Adequate road crossing precautions taken .. .. .           | 1    |   |
| (f) | Adequate road crossing precautions still not taken .. .. . | 2    | } |

4. THIRD CROSSING:

Now, for the last time, do the same thing again and cross the road safely. (AFTER CHILD HAS LOOKED IN ONE DIRECTION, INTERRUPT BY SAYING:) Wait a second and stop what your're doing. Let's pretend that there is more than one car coming. There are some cars coming this time. I want you to cross the road safety whenever you think that all the cars have gone past. Okay?  
(\* commence timing now).

- |  |      |   |
|--|------|---|
| (a) Child waits for car to pass, then continues Kerb Drill from point of interruption .. .. .  | (19) | 1 |
| (b) Child crosses road after cars have passed with no mention of Kerb Drill or indication of further attempt to detect traffic .. .. . |      | 2 |
| (c) Adequate road crossing precautions taken regardless of whether this takes the form of the conventional Kerb Drill .. .. .          |      | 3 |
| (d) Other (specify) _____<br>_____<br>_____<br>_____   |      |   |

(IF RESPONSE IS (a) (b) or (d), ASK:)

You forgot to do something when you crossed the road just now. Think what it could have been. (PAUSE). Now, can you show me the right way to cross the road safely? Remember there are some cars coming. (\* commence timing now).

- |  |      |   |
|--|------|---|
| (e) Adequate road crossing precautions taken .. .. .           | (20) | 1 |
| (f) Adequate road crossing precautions still not taken . . . . |      | 2 |



Timing sheet

Name \_\_\_\_\_  
Age \_\_\_\_\_  
School \_\_\_\_\_

Caringbah North ( )

Laguna Street ( )

Second Crossing.

Time allowed for 'one car' to pass:

(21)	(22)	(23)

If second crossing repeated (initial response is (a), (b) or (d)) -

Time allowed for 'one car' to pass in repeat session:

(24)	(25)	(26)

Third Crossing

Time allowed for 'more than one/some cars' to pass:

(27)	(28)	(29)

If third crossing repeated (initial response is (a), (b) or (d)) -

Time allowed for 'more than one/some cars' to pass in repeat session:

(30)	(31)	(32)

APPENDIX C

DATA RECORDING SHEET -

STAGE 4

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

I am going to show you two things (take out plasticine and fishing knife).  
Can you tell me which of these things is safe and which is dangerous?

(If subject unable to identify the above objects as safe/dangerous, say)  
"The knife is dangerous because it could hurt you, and the plasticine  
is safe because it can't hurt you".

(If subject does not appear to understand the above explanation,  
TERMINATE INTERVIEW.)

Photograph No.	Safe/Dangerous	Photograph No.	Safe/Dangerous

Rank Order:                      Reason for ranking \_\_\_\_\_ (situation)  
1st                                      as most dangerous:  
2nd  
3rd  
4th  
5th  
6th

THANK YOU. YOU CAN GO BACK TO YOUR CLASS NOW.

APPENDIX D

STAGE 1

DISTRIBUTION OF RESPONDENTS BY SUBURB (RELATED TO AGE AND SEX OF RESPONDENT).

AGE	SEX		SUBURB
	MALE	FEMALE	
Under 5	3	3	Erskineville- Pre-School
	2	2	Strathfield - Pre-School
	2	2	Liverpool - Pre-School
5 years	2	2	Erskineville- Pre-School
	3	3	Strathfield - Pre-School
	2	2	Liverpool - Pre-School
6 years	2	2	Erskineville- Infants
	2	3	Strathfield - Infants
	3	2	Liverpool - Infants
7 years	3	2	Erskineville- Infants
	2	3	Strathfield - Infants
	2	2	Liverpool - Infants
8 years	3	3	Erskineville - Infants
	3	2	Strathfield - Infants
	1	2	Liverpool - Infants



STAGE 2

DISTRIBUTION OF RESPONDENTS BY SUBURB (RELATED  
TO AGE AND SEX OF RESPONDENT)

A. "Hector's School of Road Safety"

AGE	SEX		SUBURB
	MALE	FEMALE	
Under 5	3	3	Erskineville - Pre-School Lane Cove- Pre-School
	3	3	
5	3	3	Erskineville - Infants Eastwood - Infants
	3	3	
6	3	3	Erskineville - Infants Eastwood - Infants
	3	3	
7	3	3	Erskineville - Infants Eastwood - Infants
	3	3	
8	3	3	Erskineville - Infants Eastwood - Infants
	3	3	

B. "Hector and Millie Save Uncle Tom"

AGE	SEX		SUBURB
	MALE	FEMALE	
Under 5	2	2	Erskineville - Pre-School Lane Cove - Pre-School
	2	2	
5	1	2	Erskineville - Infants Eastwood - Infants
	2	1	
6	2	1	Erskineville - Infants Eastwood - Infants
	1	2	
7	1	2	Erskineville - Infants Eastwood - Infants
	2	1	
8	2	1	Erskineville - Infants Eastwood - Infants
	1	2	

C. "Hector Plays Ball"

AGE	SEX		SUBURB
	MALE	FEMALE	
Under 5	2	2	Erskineville - Pre-School Lane Cove - Pre-School
	2	2	
5	2	1	Erskineville - Infants Eastwood - Infants
	1	2	
6	1	2	Erskineville - Infants Eastwood - Infants
	2	1	
7	2	1	Erskineville - Infants Eastwood - Infants
	1	2	
8	1	2	Erskineville - Infants Eastwood - Infants
	2	1	

D. Hector Calendar

AGE	SEX		SUBURB
	MALE	FEMALE	
5	4	4	Erskineville - Infants Eastwood - Infants
	4	4	
6	4	4	Erskineville - Infants Eastwood - Infants
	4	4	
7	4	4	Erskineville - Infants Eastwood - Infants
	4	4	
8	4	4	Erskineville - Infants Eastwood - Infants
	4	4	

E. Hector Comic

AGE	SEX		SUBURB
	MALE	FEMALE	
7	4	4	Erskineville - Infants Eastwood - Infants
	4	4	
8	4	4	Erskineville - Infants Eastwood - Infants
	4	4	



STAGE 3

DISTRIBUTION OF CONTROL AND EXPERIMENTAL GROUPS

BY AGE AND SEX OF RESPONDENTS.

AGE	SEX	SCHOOL	
		CARINGBAH NORTH (CONTROL GROUP)	LAGUNA STREET (EXPERIMENTAL GROUP)
4 yrs 9 mths - < 5	M	6	4
	F	5	4
5 - < 5½	M	8	8
	F	8	7
5½ - < 6	M	8	9
	F	8	10
6 - < 6½	M	7	9
	F	7	9
6½ - < 7	M	8	8
	F	8	9
7 - < 7½	F	8	8
	M	8	9
TOTAL	M	45	46
	F	44	48

STAGE 4

DISTRIBUTION OF RESPONDENTS BY SUBURB (RELATED  
TO AGE AND SEX OF RESPONDENT) .

AGE	SEX		SUBURB
	MALE	FEMALE	
Under 5	6	6	Newtown - Pre-School
	6	6	Lane Cove - Pre-School
5	6	6	Erskineville - Infants
	6	6	Marsfield - Infants
6	6	6	Erskineville - Infants
	6	6	Marsfield - Infants
7	6	6	Erskineville - Infants
	6	6	Marsfield - Infants
8	6	6	Erskineville - Infants
	6	6	Marsfield - Infants