Brainbox Research

RoSPA

accidents don't have to happen

CHILDWISE

Pedestrian Training Scheme Evaluation

Final report prepared for

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Insight and understanding

Summary

Despite road accidents being one of the leading causes of accidental death for children aged 6-11, RoSPA has identified that almost half (49%) have not received any form of pedestrian safety training in the past 12 months, and this figure is likely to be higher in 2020-21 due to COVID-19 restrictions in schools leading to cancelled road safety training. There is also variability in the training that local authorities provide for children, and no national pedestrian delivery scheme that specifies learning outcomes and quality standards. This project was designed to identify whether pedestrian training schemes should be delivered in a classroom or should also contain on-road training.

We worked with four schools to identify the effects of pedestrian road safety training. Children in School 1 received training that took place in the classroom and on the roads, those in School 2 received classroom-based training, those in School 3 received a classroom-based booster session following classroom and on-road training the previous year, while children in School 4 received no training and acted as a control group.

Children completed an online questionnaire to measure road safety knowledge at two time points: before the training period and three months afterwards. The changes in scores were compared between the different schools. The first questionnaire was completed in the school under the supervision of the class teacher. Schools were closed during the second data collection period, and the questionnaire link was sent to parents so that children could complete it at home. The results showed that road safety training leads to a statistically significant increase in road safety knowledge. We did not identify any differences between the types of training, although COVID restrictions meant that not all children completed their second questionnaire, which reduced the statistical power of the study and could have masked any differences between the training types.

Children took part in cognitive walks, which explored their understanding of road safety knowledge. Because of COVID restrictions, children were unable to complete an actual walk and instead viewed a video of a walk and were asked questions about it. While the results need to be interpreted with caution because of the different ways in which children were recruited to this element of the study and how the walks took place, there was a marked difference in the amount of knowledge and understanding that children displayed. Children who received both classroom and on-road training recalled more and had a better understanding of what they were looking for on the roads. There was much more variability in children who received classroom-only training and those who did not receive any training. This variability, particularly in the control group, could reflect how much their parents have taught them about road safety.

Interviews with the teachers and the road safety officer who delivered the training suggested that there are advantages of training that includes an on-road element. These include demonstrating skills to children, children recognising the relevance of the training, and the ability to identify children who need additional support or practice. These interviews also highlighted that few children learn road safety from their parents, and parents frequently model unsafe behaviours. This suggests that a road safety intervention aimed at parents would be a valuable addition to child road safety resources.

Background

Despite road accidents being one of the leading causes of accidental death for children aged 6-11, RoSPA has identified that almost half (49%) have not received any form of pedestrian safety training in the past 12 months. This figure is likely to be higher in the current year, as COVID-19 restrictions has led to many schools cancelling their road safety training. While local authorities have a responsibility for child road safety, there is huge variability in what road safety officers provide, and there is no national pedestrian delivery scheme which would provide learning outcomes and quality standards. Some local authorities have a comprehensive learning package that develops pedestrian skills over several years. Some involve training on the roads and others are based solely in the classroom. Some rely on teachers or parent volunteers to deliver training, and there is variability in how these people are trained. As with road safety interventions more broadly, few have robust evaluations of their effectiveness. Even fewer have an evaluation that identifies the mechanism through which any effects are achieved.

RoSPA commissioned Brainbox Research and Childwise to conduct research that will start to address this gap. The research measures children's knowledge of road crossing skills before and after:

- Pedestrian road safety training that takes place in the classroom;
- Pedestrian road safety training that combines training in the classroom and on the roads;
- No training.

This report presents the results of the research and the conclusions can be drawn.

Methods

We designed a mixed methods approach involving both quantitative and qualitative elements. Quantitative research – using a survey – enabled us to identify any changes in children's road safety knowledge that arise following the different types of training. Qualitative research – using interviews with children and teachers – provided an opportunity to explore in detail how children can apply what they learn.

The survey measured knowledge of how to safely cross the road. A review of the literature revealed several road safety knowledge questionnaires for children but none were suitable, for example because the questions were designed for American roads, or the content or language was not appropriate. We therefore developed a questionnaire for the purpose of this study. It comprised 16 questions that addressed the main points covered in pedestrian road safety training, including finding a safe place to cross the road, crossing the road, and using zebra and pelican crossings and traffic islands. Possible scores ranged from 0 to 20. The questionnaire is shown in Appendix 1.

We aimed to recruit three schools to the evaluation:

- One delivering training that takes place both in the classroom and on the roads;
- One delivering classroom-based road safety training;
- One that would not be delivering road safety training during the study period.

Children could be in Years 3 or 4, and for those not in the control school, would be receiving pedestrian road safety training during the first term of the 2020-2021 school year. The opportunity arose to include a fourth school that had delivered on-street training during the previous year and classroom training (in the form of a reminder booklet) during the study period.

- School 1 (classroom plus on-street training) was located in Leeds and the children were in Years 3 and 4: 57 children
- School 2 (classroom training) was located in Coventry and the children were in Year 4: 91 children
- School 3 (classroom plus on-street last year, classroom training this year) was located in Preston and the children were in Years 3 and 4: 115 children
- School 4 (control school) was located in Norfolk and the children were in Year 3: 56 children

Survey data collection was scheduled to take place before the training, in November 2020, and again afterwards, in January 2021. The COVID-19 national lockdown imposed in January meant that follow-up data collection in schools was not possible. With uncertainty about when schools would return, and the project deadline approaching, RoSPA asked that we work with schools to collect data from children who were still attending school, and where possible, children who were at home. While this meant that we could not collect a complete dataset, it did provide some data, which with an extended lockdown imposed, had at one point looked unlikely. This means, however, that our ability to detect small differences between the schools was reduced. It also means that many children completed the second questionnaire at home, and so could have received help. Table 1 shows the number of children who completed the questionnaire at each time point.

Table 1: The number of children who completed the questionnaire at each time point.

School	Time 1	Time 2
1: Classroom and on-road	57	47
2: Classroom	91	35
3: Mixed	115	51
4: No training: control group	56	22
Total	**319**	**155**

We had also planned to complete face-to-face cognitive walks with children but the closure of schools, plus social distancing requirements, meant that this was not possible. While children returned to school in March, social distancing remained in place, so instead we recorded a video of a walk along roads that included the typical hazards that children would encounter:

- Walking along a pavement with driveways
- Crossing the road
- Crossing the road between parked cars
- Crossing at junctions
- Using a traffic island

Children viewed the video with a researcher and talked through what they would be looking for and what they would do if they were walking that route. The interviews were recorded and analysed to explore how much children recalled and understood of the road safety rules they had been taught. Children viewed the video online for Schools 2 and 4, and face-to-face for School 1. We did not collect cognitive walk data from School 3, as it had mixed training. Parents of children in Schools 2 and 4 were emailed and asked if their child would participate, and all those who volunteered were included: three in School 2 and four in School 4. Teachers in School 1 selected six children and asked parents if their child could take part: all six agreed.

Results

1. Road safety knowledge

The average road safety knowledge scores at Time 1 – before the training – was 10.6. While scores increased with the age of the children, when we analysed how much school, age and year group predict road safety knowledge scores our statistical analysis (linear multiple regression) showed that the school was the strongest predictor of score (standardised Beta = -.18, $p<0.001$). When this is taken into account, age and year group are not independent predictors. School 2 (classroom training) had the lowest scores before the training.

The percentage of children in each school getting each answer correct at Time 1 is shown in Table 2. Most children (87%) were aware of the need to stop, look and listen before crossing the road. Most knew how to use pelican and zebra crossings and traffic islands. However, few identified the safest place when they need to cross between parked cars (16%) or where they should stand while waiting to cross the road (21%). Questions about planning the safest route to cross the road (38%), and where to look when crossing at a junction (38%), and where to walk when there is no pavement (21%) also highlighted a lack of knowledge.

Table 2: The percentage of children in each school answering each question correctly at Time 1.

Question topic	School 1	School 2	School 3	School 4	Total
Wearing reflective clothes at night	77%	64%	30%	43%	52%
Cross the road away from parked cars	46%	75%	53%	55%	59%
Stop, look and listen before crossing	86%	98%	72%	86%	87%
Wait for the green man at a pelican crossing	57%	78%	61%	84%	73%
Wait for the cars to stop at a zebra crossing	77%	85%	75%	77%	79%

Look all around you when crossing the road	50%	59%	37%	48%	50%
Identifying when a car may start moving	Engine: 71% Brake lights: 39%	Engine: 80% Brake lights: 41%	Engine: 77% Brake lights: 18%	Engine: 82% Brake lights: 42%	Engine: 79% Brake lights: 37%
Crossing the road at a traffic island	84%	89%	65%	77%	79%
Finding the safest place when crossing between parked cars (2)	30%	7%	19%	15%	16%
Where to stand when crossing between parked cars (3)	11%	29%	25%	17%	21%
Planning the safest route to cross a road	38%	28%	39%	45%	38%
Knowing where it's not safe to cross the road	Bend: 54% Hill: 50% Bins: 59% Phone: 77%	Bend: 51% Hill: 19% Bins: 58% Phone: 86%	Bend: 7% Hill: 14% Bins: 26% Phone: 61%	Bend: 40% Hill: 33% Bins: 47% Phone: 70%	Bend: 40% Hill: 29% Bins: 49% Phone: 74%
Why crossing the road with your hood up is dangerous	71%	63%	55%	60%	62%
Where to look when crossing at a junction	30%	50%	28%	38%	38%
Using a pelican crossing	54%	83%	44%	70%	66%
Knowing to walk on the right hand side when there is no pavement	32%	34%	26%	30%	31%

We cannot directly compare these results with those from Time 2, as only a subset of children completed the questionnaire, and the questions were not answered in the same conditions (some children completed them at home and so could have received help). Nevertheless, it is useful to identify whether the gaps in knowledge persist. The percentage of children who had received training and who answered each question correctly at Time 2 is shown in Table 3. The knowledge gaps identified at Time 1 have not improved substantially at Time 2, with few children able to identify the safest place when they need to cross between parked cars (15%) or where they should stand while waiting to cross the road (22%). Questions about planning the safest route to cross the road (41%) remained low, although knowing where to look when crossing at a junction (55%), and where to walk when there is no pavement (38%) both improved.

Table 3: The percentage of children answering each question correctly at Time 2.

Question topic	**Training**
Wearing reflective clothes at night	56%
Cross the road away from parked cars	82%
Stop, look and listen before crossing	96%

Wait for the green man at a pelican crossing	74%
Wait for the cars to stop at a zebra crossing	83%
Look all around you when crossing the road	58%
Identifying when a car may start moving	Engine: 59% Brake lights: 36%
Crossing the road at a traffic island	87%
Finding the safest place when crossing between parked cars	15%
Where to stand when crossing between parked cars	22%
Planning the safest route to cross a road	41%
Knowing where it's not safe to cross the road	Bend: 48% Hill: 23% Bins: 62% Phone: 83%
Why crossing the road with your hood up is dangerous	65%
Where to look when crossing at a junction	55%
Using a pelican crossing	84%
Knowing to walk on the right hand side when there is no pavement	38%

To analyse the change in road safety knowledge we used the data only from those children who had completed both questionnaires: before and after the training. The results are shown in Figure 1. Scores increased across all the schools, although this increase was very small in the Control school (School 4), as might be expected given they did not receive any training.

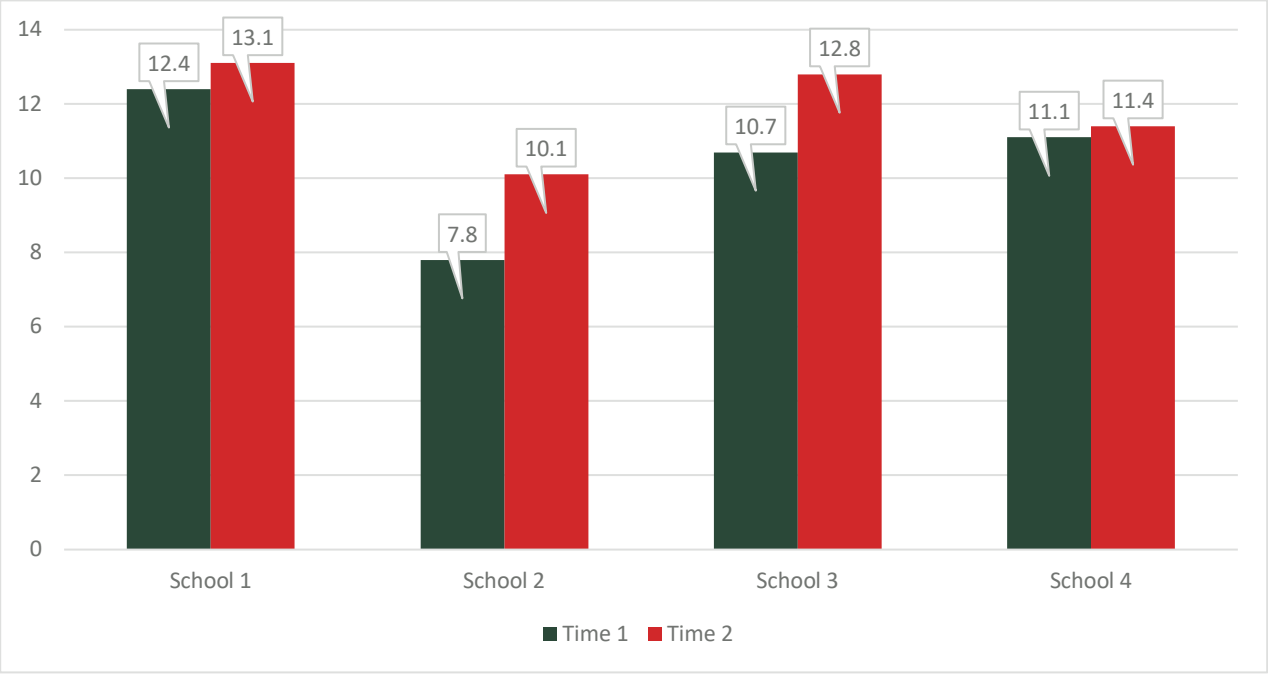

Figure 1: Road safety knowledge scores for the different schools at the two time points.

We conducted a repeated measures ANOVA to identify how scores changed over time and differed between the four schools. The results show a significant effect of time on scores, $F(1,125) = 23.0$, $p < 0.001$. There is also a significant interaction between school and time $F(3,50) = 3.02$, $p = 0.032$, indicating that gains made in some schools were greater than others. There were significant differences between the control school and all the others, indicating that both classroom and on-road training, and classroom-only training are effective in increasing road safety knowledge scores. There was no statistically difference between schools receiving different types of training. However, any difference may have been masked due to the lower than planned numbers of completed questionnaires, and that children completed the questionnaires in different circumstances.

2. Feelings about crossing the road

Children were asked to choose a word that best describes how they feel when they are crossing the road without an adult. They could choose from six different emotions, or that they don't know. The percentage choosing each word at Time 1 is shown in Figure 2. The most frequent choice is feeling unsafe (36%), followed by feeling worried (17%) and careful (15%). Only 13% reported that they feel safe.

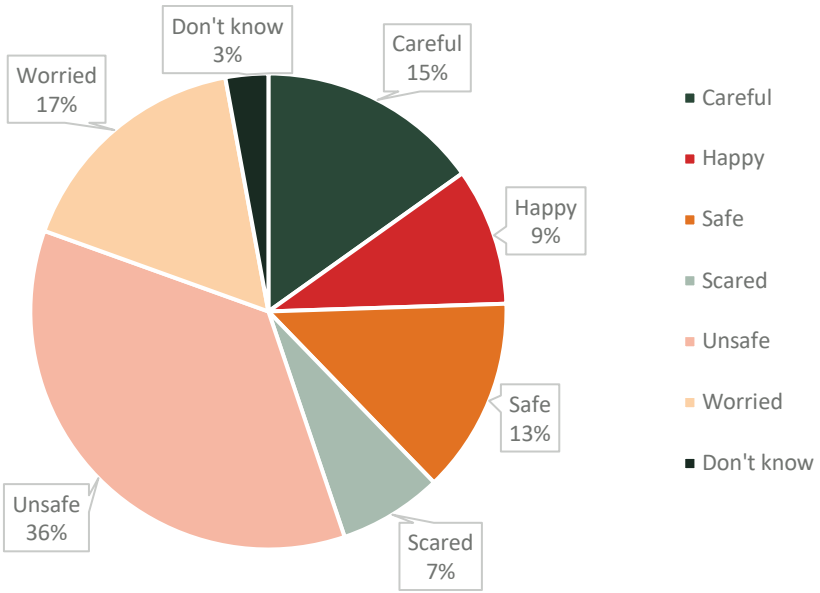

Figure 2: How children feel when crossing the road without an adult.

To explore any changes in feelings, Figure 3 shows the percentage of children in the training groups that chose each option before and after their training.

While the majority of children picked "Unsafe" before and after their training, the results show a small increase in more positive feelings such as careful and safe, and a decrease in negative feelings such as scared and worried.

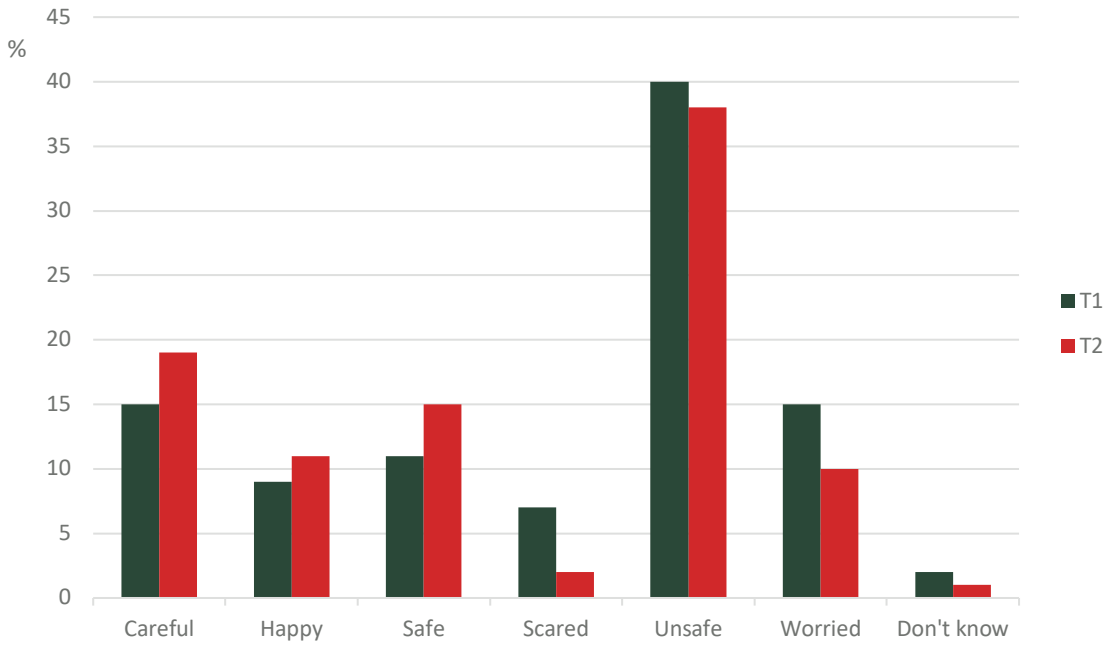

Figure 3: How children felt when crossing the road before and after their training.

3. Interviews with the teachers and road safety professional

We also conducted interviews with two of the teachers who had been involved in delivering training, and the road safety officer who had delivered the classroom plus on-road training. The points that were made are summarised below.

- Parents model unsafe road safety behaviour to their children, e.g. using a phone while crossing the road.
- Most children have not been taught any road safety skills by their parents and they lack basic road safety knowledge. Teachers were surprised at how little children knew about crossing the road.
- Many children are driven everywhere, don't walk anywhere, and never have a conversation with parents about road safety.
- Even those children who walk with their parents don't have conversations about road safety during their journeys. Children tend to simply follow parents without looking around at the road, and without learning any road safety skills.
- Children enjoy the training as it is interactive and involves role play, discussion, and the booklet they are given is colourful. Training in Year 3 is more picture-based, whereas Year 4 training involves more reflection and writing. Some children struggle with reading and writing.
- Teachers in both schools delivering classroom training noted that it teaches children how to cross the road but they may not recognise the relevance of what they are being told and they may not put what they learn into practice. They both thought it would be useful to also deliver on-road training.
- The road safety officer also believed that an on-road element is important to include in training, as some children learn better when they put things into practice, rather than being told about them. Road safety officers can observe when children don't understand things and can demonstrate them. This can include demonstrating what children are supposed to do and what they are actually doing.

For example, children don't always understand how to look all around when crossing the road simply from being told.

- Training out on the roads, run over several sessions, is important for children to understand, practice, remember and implement the road safety skills they are being taught.
- Observing children's road safety skills out on the road during practical training means that children who need additional support can be identified.
- During classroom training, it's important to get children out of their seats, move around, and role play crossing the road. This makes it more fun, and they're more likely to remember what they learnt when they are out on the roads.
- Classroom training is relatively easy to deliver. It fits into PHSE and can be delivered over two sessions. Teachers thought that this is better than delivering in short sessions over several weeks, as this would require a recap every week, which becomes more time consuming.
- It's more difficult to organise on-road pedestrian training and it relies on parent helpers. When planning on-road training it's important to plan in ahead, including how to minimise the paperwork, e.g. including parental consent and asking for volunteers in the new starter pack that parents receive when their child first starts at the school.

I think road safety training is one of the most beneficial things for children to do.

Children tell us that when they walk home, Mum's always on the phone and sometimes they get left behind when crossing the road because they weren't ready when Mum went.

"It's hard for the children to say to Mum – we need to wait for the green man – because Mum doesn't have any time, she's just, no we need to get home."

"It's difficult to organise the parent volunteers. It's important to get helpers that can deliver it properly. Some years you get ten volunteers, but when it comes round to it, that number has dwindled to two. You can't release staff to do it."

Kids enjoyed doing the classroom training but it's no substitute for going out and experiencing it. If you say the traffic is fast it's not the same as seeing the speed for yourself. You need to show them what you're talking about."

3. Cognitive walks with children

We conducted 13 video cognitive walks with children, in which children were interviewed while they watched a video showing a walking route involving crossing the road in several different situations. The situations and the understanding probed during the interview are shown in Table 4.

Table 4: Topics explored during the cognitive walks

Situation	Interview questions	Understanding to explore
Walking on the pavement	Where to walk.	The centre of the pavement is safest as you're not going to fall in the road.
	Checking for cars when crossing driveways.	Cars can pull into or out of driveways.
	Checking whether parked cars are about to start moving.	You shouldn't get close to parked cars that are about to start moving as they could hit you.
Crossing the road	Picking a safe cross to cross the road when there is no crossing.	Parked cars, bends and hills mean that a driver may not see you.
	Where to wait when crossing the road.	Stand near the edge of the kerb so you can see the road better. Don't stand in the road or right on the edge of the kerb as cars could hit you.
	Knowing when it's safe to cross.	There needs to be a clear road with no cars coming in both directions.
	Why you should walk straight across the road and not diagonally.	Crossing straight means that you spend less time in the road.
	Walk, don't run, across the road.	If you run you could fall over.
	Why it's important to look all around when crossing the road.	You need to look all around you for cars or bikes.
Traffic island	How to use the island	Cross one side of the road, then wait in the island until the other side is clear.
Crossing between parked cars	What makes a safer place to cross between parked cars.	A space that's big enough so that drivers can see you but not too big so that a car could try to park where you are waiting. Avoid vans because drivers won't see you.
	Where should you wait to cross.	You need to be far enough into the road so that you can see the road, but not so far that cars could hit you.
Crossing at a junction	Where you look.	All around, including behind you because cars could be coming from behind.
Clothing and distractions	Colours	Bright in the day, reflective at night.
	Hoods	Put your hood down to cross as it makes it more difficult to see and hear traffic.

	Phones	Never use them while crossing the road as you're distracted. Shouldn't use them while walking at all.

The results of the cognitive walks are summarised in Table 5, which shows any areas that children lacked knowledge or understanding. The data must be interpreted with caution, as children in School 1 viewed the video face-to-face with the researcher, whereas those in the other schools viewed the video online. Nevertheless, the results show that children in School 1 had fewer topics in which they lacked knowledge or understanding. There were fewer differences between School 2 (which received classroom training) and School 4 (which received no training).

Table 5: Areas in which children lacked knowledge or understanding.

Name	Training	Gender	Age	Lack of knowledge or understanding
Child 1	On-road	Female	8	Knew all the answers.
Child 2	On-road	Male	9	Didn't know to check for cars when crossing driveways. Didn't know what makes a safer place to cross between parked cars. Thought you should wait on the pavement when crossing between parked cars.
Child 3	On-road	Female	9	Didn't know what makes a safer place to cross between parked cars.
Child 4	On-road	Male	8	Didn't know to look behind you at a junction.
Child 5	On-road	Male	9	Thought it was safer to run across the road than walk as you spend less time on the road. Thought that if you have your hood up drivers can't see you.
Child 6	On-road	Female	8	Didn't know what makes a safer place to cross between parked cars.
Child 7	Classroom	Male	8	Knew to walk in the centre of the pavement but not why. Knew it's best to cross at a crossing, but if there is no crossing, didn't know how to pick a safer place. Knew to cross straight rather than diagonally but not why. Knew to walk rather than run across the road but thought that this is because cars are more likely to hit you if you run. Didn't know to keep looking all around you while you cross. Didn't know what makes a safer place to cross between parked cars. Thought you should wait on the pavement when crossing between parked cars. Thought it best to wear green at night.
Child 8	Classroom	Male	8	Didn't know how to choose a safe place to cross. Knew to cross straight rather than diagonally but not why. Knew to walk rather than run across the road but not why. Thought you should look straight ahead when crossing rather than all around. Didn't know to wait at the traffic island rather than cross both sides of the road. Didn't know how to tell when cars are about to move off. Didn't know what makes a safer place to cross between parked cars.

Child 9	Classroom	Male	8	Knew to look for a place without parked cars when crossing the road but didn't know why parked cars were dangerous. Knew to cross straight rather than diagonally but not why. Knew to walk rather than run across the road but not why. Didn't know why it's important to look all around when crossing the road. Didn't know to look behind you at a junction. Didn't know to check for cars when walking past driveways. Didn't know what makes a safer place to cross between parked cars. Thought you should wait near the kerb when crossing between parked cars. Thought that if you have your hood up drivers can't see you. Thought you should wait on the pavement when crossing between parked cars.
Child 10	No training	Male	7	Didn't know where to stand when crossing the road, either between or away from parked cars. Knew to cross straight rather than diagonally and to walk not run but not why. Didn't know to look behind you at a junction. Didn't know to check for cars when crossing driveways. Knew it's best to cross at a crossing, but if there is no crossing, didn't know how to pick a safer place.
Child 11	No training	Female	7	Didn't know how to choose a safe place to cross. Knew to cross straight rather than diagonally but not why. Knew it's better to walk across the road rather than run but thought that if you run the cars might come faster. Didn't know to keep looking all around you while you cross. Didn't know to look behind you at a junction. Knew not to cross near parked cars but thought it was because you might fall and scratch them. Didn't know how to choose a safer place to cross near parked cars. Thought you should wait on the pavement when crossing between parked cars. Didn't know not to cross the road with your hood up.
Child 12	No training	Male	8	Knew to walk rather than run across the road but thought that this is because cars are more likely to hit you if you run. Didn't know to look behind you at a junction. Knew not to cross near parked cars but not why. Thought you should wait on the pavement when crossing between parked cars. Thought that if you have your hood up drivers can't see you.
Child 13	No training	Male	8	Knew to cross straight rather than diagonally but not why. Didn't know to keep looking all around you while you cross.

Conclusions

- While data collection did not go as intended because of COVID-19 restrictions, we have collected questionnaire data from children before and after their road safety training and from a control group of children who did not receive any training. We also explored their knowledge and understanding of road safety during a video cognitive walk.

- Before the training, most children were aware of the need to stop, look and listen before crossing the road and knew how to use pelican and zebra crossings and traffic islands. However, few knew how to cross the road where there are parked cars, or at junctions. Their knowledge of crossing at junctions improved after the training but knowledge of crossing the road where there are parked cars did not.

- We found that all of the types of road safety training improved road safety knowledge. We did not identify any statistically significant changes in scores based on the type of training children received. However, COVID-19 restrictions meant that we could not collect a full set of data, which limited our ability to detect differences.

- Interviews with the teachers and the road safety officer who delivered the training suggested that there are advantages of training that includes an on-road element. These include demonstrating skills to children, children recognising the relevance of the training, and the ability to identify children who need additional support or practice.

- These interviews also highlighted that few children learn road safety from their parents, and parents frequently model unsafe behaviours, e.g. not identifying a safe place to cross the road, using a phone while crossing the road, and not waiting for a green man while using a crossing.

- Cognitive walks with children suggested that there are advantages of road safety training delivered on road as well as in the classroom. While the results need to be interpreted with caution because of the different ways in which the walks took place, there was a marked difference in the amount of knowledge and understanding that children displayed. Children who received both classroom and on-road training recalled more and had greater understanding of what they were looking for on the roads, whereas there was much more variability in children who received classroom-only training and those who did not receive any training. This variability, particularly in the control group, could reflect how much their parents have taught them about road safety.

Appendix 1: Road safety knowledge questionnaire

The questions from the road safety knowledge questionnaire are shown below. The questionnaire was completed online.

1. What clothes do you think you should wear to help drivers see you when it's dark? (pick one)

a) White clothes
b) Bright coloured clothes
c) Reflective clothes
d) Don't know

2. Which of these is the best place to cross the road? (pick one)

a) Somewhere away from parked cars
b) Somewhere away from street lights
c) Somewhere away from other people / pedestrians
d) Don't know

3. When you have found a safe place to cross the road, what should you do next? (pick one)

a) Wait on the road, near the kerb
b) Stop, look and listen
c) Start crossing the road
d) Don't know

4. On a pedestrian crossing like this one, when can you start to cross the road? (pick one)

a) When it shows a red man
b) When it shows a green man
c) When it shows a flashing green man
d) Don't know

5. At a zebra crossing, when can you start to cross the road? (pick one)

a) As soon as you arrive
b) When the traffic stops
c) When you can see the drivers
d) Don't know

6. What is the safest way to cross the road? (pick one)

a) Run across to get there quickly
b) Walk across while looking where you are going
c) Walk across while looking all around you
d) Don't know

7. How can you tell that a car might be about to start moving? (pick two)

a) You can hear the engine
b) You can see the brake lights
c) There are people around the car
d) There are children getting into the car
e) Don't know

8. How do you cross a road that has a traffic island? (pick one)

a) When it's safe to cross, walk across the whole road
b) When it's safe to cross, walk to the island, then wait on the island until it's safe to cross to the other side
c) Run to the island, wait until it's safe, then run to the other side
d) Don't know

9. Imagine that you need to cross the road but there are parked cars around. Looking at the pictures below, which one do you think shows the safest place to cross? (pick one)

a)

b)

c)

d) Don't know

10. Now imagine you need to cross the road between two parked cars. Looking at the pictures below, which yellow cross do you think shows the best place to stand (pick one)

a)

b)

c)

d) Don't know

11. If you wanted to get to the shop on the picture below, which route should you take to cross the road? (pick one)

a)

b)

c)

d) Don't know

12. When would it NOT be safe to cross the road? (pick up to four)

a) Near a bend in the road
b) Near the top of a hill
c) When there are other children near
d) When it is dark
e) When there are bins blocking your view of the road
f) When it is raining
g) When you are looking at your phone
h) Don't know

13. Why do you think it is it more dangerous to cross the road with your hood up? (pick one)

a) It's more difficult for you to see and hear cars
b) It's more difficult for drivers to see you
c) It's more difficult for you to see if your friends are crossing
d) Don't know

14. If you are crossing the road at a junction like the one in the picture. Where should you look for cars? (pick one)

a) Look left, look right, look left again
b) All around you, including behind you
c) To your left
d) Don't know

15. Look at the picture of the crossing below. What should you do to cross the road safely? (pick one)

a) Press the button and cross the road when there are no cars coming.
b) Wait for the cars to stop and then cross the road.
c) Press the button, wait for the green man, wait for the cars to stop, and then cross the road.
d) Don't know

16. Where is the safest place to walk along the road when there is no pavement? (pick one)

a) The middle of the road
b) The right-hand side of the road
c) The left-hand side of the road
d) Don't know

17. Pick a word that best describes how you would feel crossing a road without an adult?

a) Happy
b) Worried
c) Safe
d) Careful
e) Scared
f) Unsafe
g) Don't know

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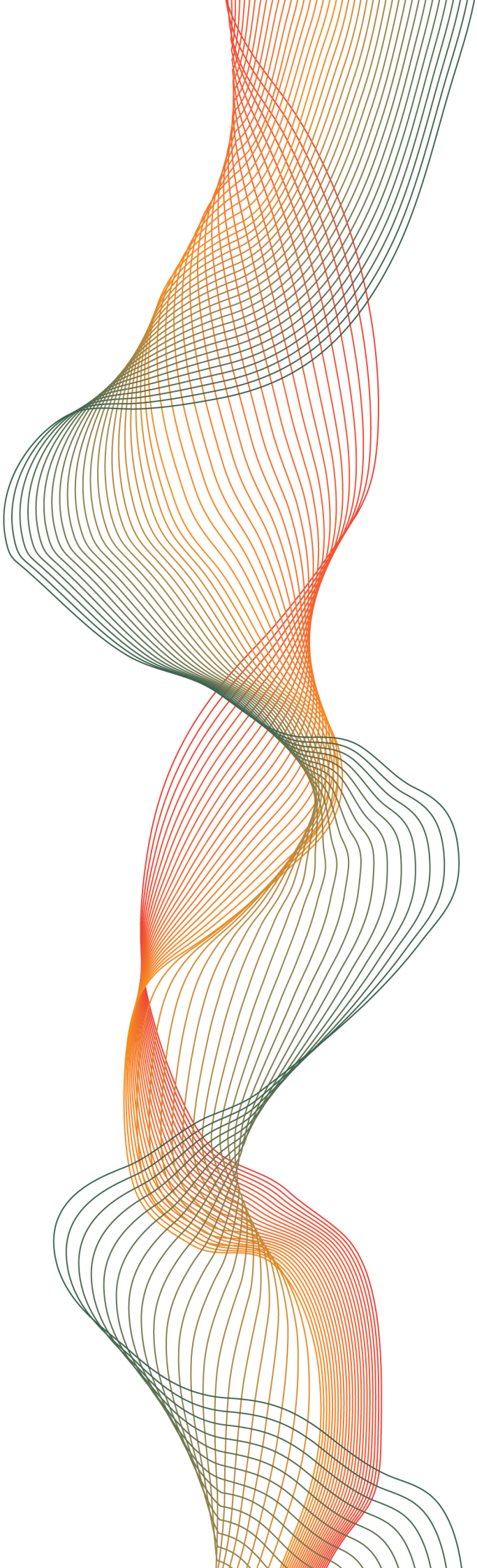

Insight and understanding