

Monmouthshire Council Road Safety

Active Travel Under 7 Programme Evaluation

Programme background

Working with key partners within Education, the Monmouthshire Road Safety Team developed a Foundation Phase programme to engage with children between 5 and 7 years of age through interactive workshops with two different road safety themes. The programme was discussed as a possible replacement of to our under 7's programme delivered by 'Mrs Tufty' up until 2018. The programme received input from experienced Road Safety Staff and tackled key issues highlighted by education staff in Monmouthshire while fitting into the Foundation Phase curriculum (lesson plan, Appendix A)

Evaluation Introduction

This evaluation will present the findings from the workshop 'be bright be seen' which, to date, has been delivered to 8 schools and over 500 children across foundation phase. A group of 30 children, 15 from reception (4-5 year olds) and year 1 (5-6 year olds) were chosen at random to take part the evaluation which consisted of 6 multiple choice questions (appendix B). The 6 questions were asked 3 times; before the intervention (T1), straight after the intervention (T2) and 2 weeks after (T3) to gauge how effective the intervention is. Pupils were asked the questions individually to ensure it was their own choice and recorded their results but circling the chosen coat, each child was asked the question in the same way throughout the evaluation.

The answers for each question were weighted to give an overall score for each child in order to see if their score changed post-intervention (T2) and if the information had been retained over a period of time (T3).

Coat	Score
Best Coat for wearing in the dark	5
2 nd best coat	3
Worst coat	1

Evaluation Results

The answers were recorded, and collated as seen in appendix C. This information was then run through IBM's statistical pack for social science using a paired sample t-test and the below results were given:

Whilst the mean score showed a positive improvement between T1 and T2, this was found not to be statistically significant. A paired sample t-test provided the following results:

Number of participants: 29 (one absentee in T2 which was accounted for and mirrored in T1)

T1 (Pre intervention) Mean = 19.97 (SD 4.032)

T2 (Post Intervention 1) Mean = 21.62 (SD 4.246)

T= 1.797, df = 28, p=.083

However, when comparing the T1 with the T3 score, there was a statistically significant improvement in the mean scores (p < .001).

Number of participants: 30

T1 = 20.03 (SD 3.978)

T3 = 23.33 (SD 3.904)

T= -4.235, df = 29, p=.001

Whilst I would expect there to be a more positive improvement between T1 and T2 as it would be fresh data due to just receiving the information (T2), it does show that the participants have retained the information over a longer period with the improvement shown between T1 and T3. This could be for a number of reasons, such as the plenary at the end of the session which includes a 'what have they learned and how will they use it' to further embed the message as well as information going home which may spark conversation with parents/carers.

Anomalies in questionnaires

Whilst the evaluation shows an improvement, further 'open questions' were asked to children about some of the answers they were given after the questionnaires were completed to see what biases were potentially at play, two themes were prevalent throughout the answers; Certain coats were picked because children liked the look of them, rather than which was best for the dark some of the male participants struggled with picking female coats because 'they don't wear them.' Which may have had a slight impact on the data.

Conclusion

Using the results we received, along with positive feedback forms (appendix D), I believe the intervention has a positive impact and the messages are received clearly with children retaining them. I feel that the intervention is perfect for the age group and a brilliant way to engage with future generations with the intervention serving as a preventative through embedding key road safety messages as part of the foundation phase curriculum.

Appendix A

Curriculum Links	Personal and Social development, Wellbeing and Cultural Diversity Outcomes: Foundation Phase Outcome 2
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School:	Time	Resources
<ul style="list-style-type: none"> • Delivered to groups of 15-20 children. • Member of staff present • Ideally in a quiet area • Duration between 25 and 30 minutes depending on audience interaction. 		
<p>Introduction:</p> <ul style="list-style-type: none"> • Who we are? - Part of the Road Safety Team for Monmouthshire. • What we do? - We provide practical pedestrian training (which you may know as Kerbcraft) and Road Safety Workshops for all Primary aged children across the county. • Why are we here today? - To talk about the importance of being seen during the darker months and how to achieve it. Talk about the seasons. Who walks to school? Who needs to see us in the dark mornings/afternoons? 	2 Mins	

<p>Activity One: Flashcards</p> <p>Hand out individual flashcards to the children all with different colours on. Then discuss if the colour is light and bright or dark and dull. Get the children to put their flashcard in the dark pile or the light pile. Show the children at the end all the dark colours together and all the light colours.</p> <p>Discuss school uniform colour and why they think it's bright.</p> <p>Discuss some colours that could be deemed both depending on shade e.g. navy/blue, purple.</p>	10 Mins	Flashcards
<p>Activity Two: Dress Up</p> <p>Ask for two children to come up the front. One puts on a bright coat with a reflective strip on. One puts on a black coat. Ask the children who is wearing the best coat. Demonstrate how the reflective strip is picked up by car headlights (using a torch). Discuss how the black coat is functional (keeps you warm and dry) but not good for being bright and see. Ask the children what we could do to improve it (add reflectors, stickers or high vis).</p>	10 Mins	Bright and Dark Coats Torch Reflectors Stickers Hi Vis

<p>Activity Three: What do you wear? Ask the children to go to one place if they have something they wear that is light and bright and another if their coat/hat etc. is dark. Hand out resources to help all the children be bright and be seen.</p>	<p>10 Mins</p>	
<p>Summary</p> <ul style="list-style-type: none"> • What have the children learnt? - What colours to wear in the dark months, why we should wear those colours and who needs to spot us. The whole family need to 'Be Bright and Be Seen' • Ask the children how they are going to use what they have learned • Give out stickers and resources 	<p>2 Mins</p>	

Appendix B

	A	B	C	D	E	F	G	H	I	J
1	Participant	T1(Pre)	T2(Post)	T3(Post 2)						
2	1	18	18	22						
3	2	20	20	18						
4	3	18	18	18						
5	4	20	28	30						
6	5	13	16	20	T1	Completed prior to delivery of intervention				
7	6	20	20	20	T2	Completed straight after intervention				
8	7	20	20	20	T3	Completed 4 weeks after intervention				
9	8	18	22	28						
10	9	20	22	20		Best coat	5			
11	10	26	28	26		2nd best coat	3			
12	11	18	16	16		Worst coat	1			
13	12	20	20	20						
14	13	22	13	26						
15	14	12	26	22						
16	15	16	22	24						
17	16	12	22	18						
18	17	14	18	20						
19	18	20	26	24						
20	19	22	16	22						
21	20	24	16	26						
22	21	22	absent	30						
23	22	24	24	26						
24	23	22	22	28						
25	24	18	26	26						
26	25	29	28	24						
27	26	20	22	30						
28	27	24	26	26						
29	28	22	20	22						
30	29	23	28	26						
31	30	24	24	22						
32										
33										

Appendix C

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	T1(Pre)	19.97	29	4.031	.749
	T2(Post)	21.62	29	4.246	.788
Pair 2	T1(Pre)	20.03	30	3.978	.726
	T3(Post 2)	23.33	30	3.907	.713

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	T1(Pre) & T2(Post)	29	.283	.137
Pair 2	T1(Pre) & T3(Post 2)	30	.414	.023

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	T1(Pre) - T2(Post)	-1.655	4.959	.921	-3.541	.231	-1.797	28	.083
Pair 2	T1(Pre) - T3(Post 2)	-3.300	4.268	.779	-4.894	-1.706	-4.235	29	.000



Appendix D

Be Bright be Seen Feedback.		
School: <i>Cantrif Primary</i>	Year Group: <i>2</i>	Date: <i>10/12/19</i>
Position: <i>Teacher</i>	Email: <i>Cantrifprimary@monmouthshire.gov.uk</i>	
<p>It will be very helpful to our Road safety Programme if you can give feedback on this session today.</p> <p><i>A lovely interactive session that the children thoroughly enjoyed and gained a sound understanding of how to stay safe in winter.</i></p> <p><i>Thank you for visiting.</i></p>		

Be Bright be Seen Feedback.		
School: <i>Kymin View</i>	Year Group: <i>Year 1</i>	Date: <i>26/11/19.</i>
Position:	Email:	
<p>It will be very helpful to our Road safety Programme if you can give feedback on this session today.</p> <p><i>Good introduction to concepts.</i></p> <p><i>Yr1 Good pupil involvement with colour game.</i></p> <p><i>Nice rhyme to reinforce learning</i></p> <hr/> <p><i>Yr2 Very interactive session.</i></p> <p><i>A good introduction to road safety.</i></p>		