

Transport for London

Teen Road Safety
Resources Development
March 2016
Job No: 15205

FINAL REPORT

future
thinking

MAYOR OF LONDON

Transport for London





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Background

Overall research context

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

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

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

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



Overarching objective

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



Research objectives

The research will seek to:

1. Understand the impact of the new campaign in its current format but also to understand what improvements can be made in the future
2. Understand how the resource is being used in schools and if anything can be changed or provided to aid this
3. Assess if the message is clear and if it resonates with the target group
4. Assess whether delivering the resource through schools has increased awareness levels and had an impact on attitudes and behaviour



Approach

Methodology

1. Qualitative research
4 x groups of 11-14 year-old school children
5 x tele-depths with school teachers
2. Quantitative research
Online
101 x teachers across secondary schools in London

Qualitative sample

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

1 School children

- Group 1 (Non YTA):
Year 7, 11-12 year old boys, Kingston
- Group 2 (Non YTA):
Year 8, 12-13 year old boys, Bexley
- Group 3 (Non YTA):
Year 9, 13-14 year old boys, Newham
- Group 4 (YTA):
Year 9, 13-14 year old girls, Bromley

24 in total

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

2 School teachers

- 5 x teachers
- Teachers recruited from schools that did *not* utilise campaign materials

5 in total

Quantitative sample

101 secondary school teachers in December 2015 and January 2016

1 School type

- **77** mixed boys and girls schools
- **15** all girls schools
- **9** all boys schools

2 London Borough

- **28** inner London borough
- **73** outer London Borough

3 Materials

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



Research Findings

Summary

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

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

TfL outreach visits have maximum influence

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

Campaign posters lack impact

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

Harder hitting imagery has a greater influence on this age group

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

Support from TfL outreach is valuable

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

Flexibility in approach is key

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

There is an appetite for use in future

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



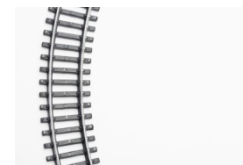
Context

Children are in charge of getting themselves to school



Pupil Mindset

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



▶▶ Road safety competes for airtime with other important topics at school



Teacher Mindset

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





Congestion is a major concern regarding safety for both pupils and teachers

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



Particular points of concern include:

Missing barriers on pavements on busy roads worries teachers particularly

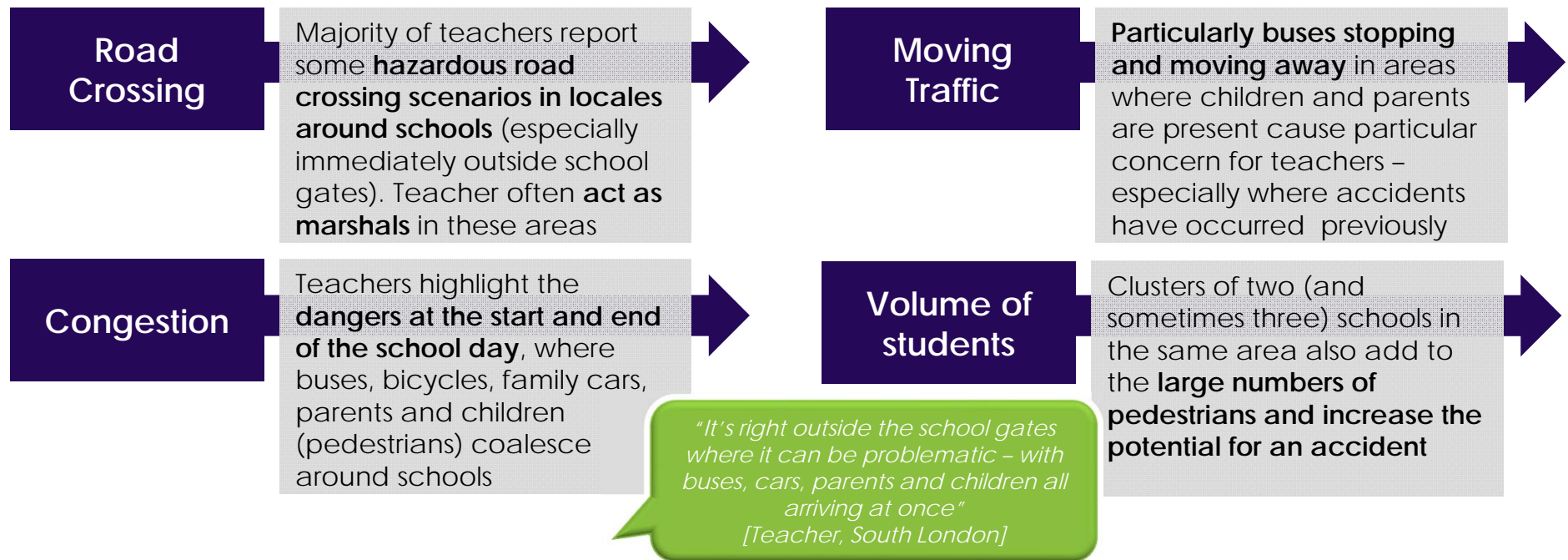
Limited pedestrian crossings means pupils don't cross at them

Fast moving traffic is a concern for pupils and teachers

Areas of poor visibility are avoided by pupils

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

Majority of schools are acutely aware of road safety issues and are very focused on education



Sheer volume of traffic and students at the start and end of the day is a specific concern for teachers

► Pupils are also very aware of the dangers

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

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

Other factors that increase the risk include:

Music	Mobiles	Weather	Congestion
<ul style="list-style-type: none"> • Listening with headphones blocks out other noises 	<ul style="list-style-type: none"> • Messaging / using phones whilst crossing the road 	<ul style="list-style-type: none"> • Wet and rainy conditions 	<ul style="list-style-type: none"> • Fast / busy roads, especially in Central London localities

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

"My cousin got knocked over by a bus after school, it's a real danger"
[13-14yo Boy, East London]

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

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

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

Pupils have developed a good general awareness of the dangers of crossing roads

► Pupils are open to road safety education

- Majority of pupils are aware of dangers around crossing roads – and have been so for several years
- 11-14 year olds have already received a fair amount of road safety education, starting with the road safety talk / assembly in Year 7, but do feel it is an important issue – and claim the fear of being injured / killed is significant enough to maintain their attention when prompted with campaigns, etc.

- To this end, children are expecting an ongoing road safety education while they are in the school system – they are open for messages to be repeated / reinforced
- Appetite for road safety 'experts' to be involved in this education process eg. TfL, the Police, A&E nurses & doctors etc. as they offer a different dynamic alongside greater knowledge and authority in the area versus teachers

*" We learnt stuff at primary school but we should continue to learn more – real life things are the most hard hitting and talked about"
[13-14yo Boy, East London]*

TfL highly regarded as good provider of road safety

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

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

Bus safety campaign

Cycling safety campaign

Z-cards road safety campaign



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

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

"Inspiring. They taught us some good catchphrases, that you can remember – like 'stop, wait, listen, think'"
[11-12yo Boy, South London]

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

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

Overall TfL regarded as effective at outreach and it is felt as though they are genuinely trying to help children negotiate daily life in London

Behaviour change is occurring over longer term



Parents

Children claim their parents have been talking to them about road safety for many years – and will continue to do so for years to come:

- They tend to use shock tactics coupled with repetition



Schools

Both primary and secondary schools have been conducting road safety sessions – many of which children can recall in terms of message and detail, especially ones run by TfL:

- These sessions are often repeated throughout a year for impact

Pupils do not tend to talk peers about road safety



Media

Children do notice local media stories detailing crashes, injuries and/or deaths.

Such tragic stories can have a very significant impact – especially where involving other young children

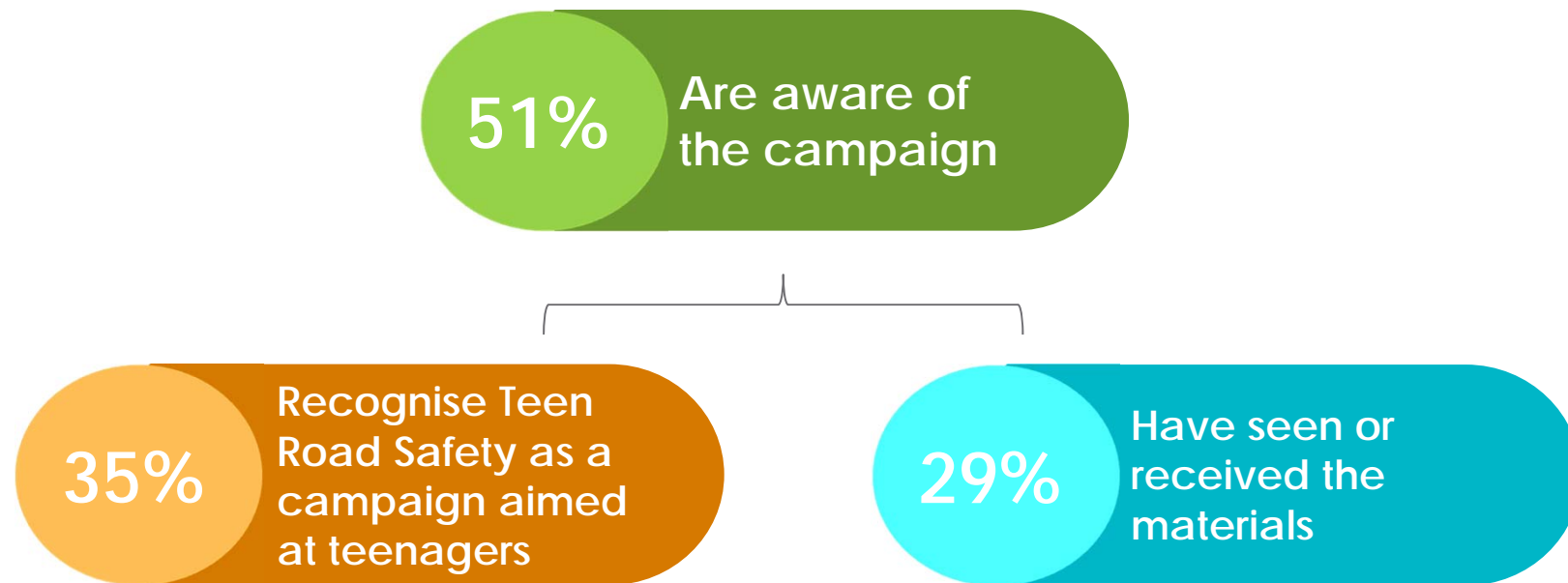
Behaviour change has to be seen against backdrop of accumulation of years of messaging



Response to campaign

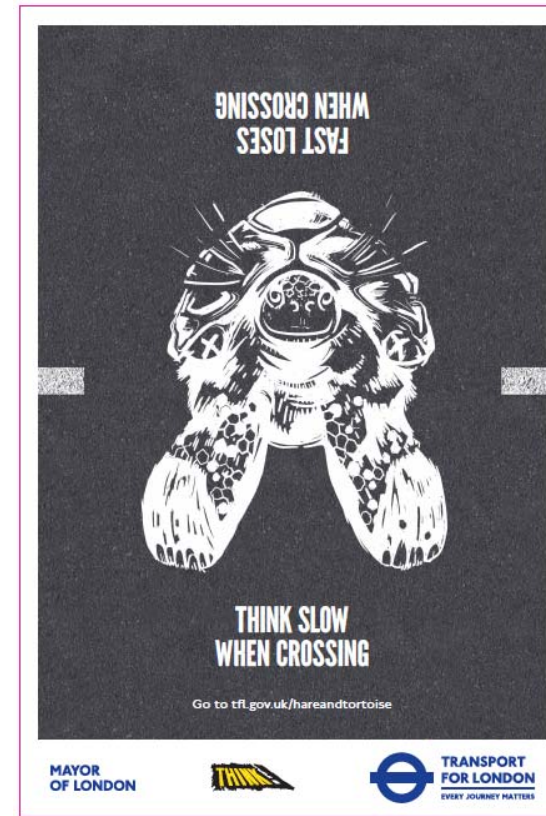
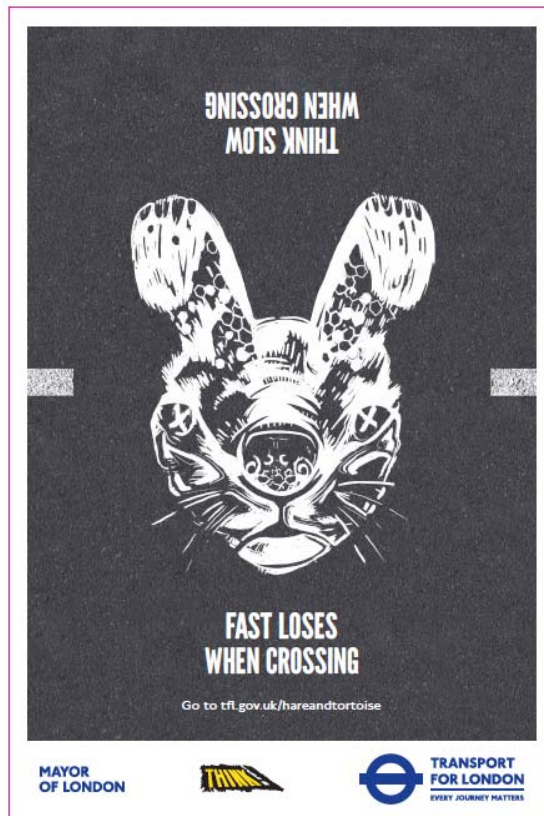
Overall campaign awareness

51 per cent recognise the campaign name and/or imagery



Poster

The following poster was shown



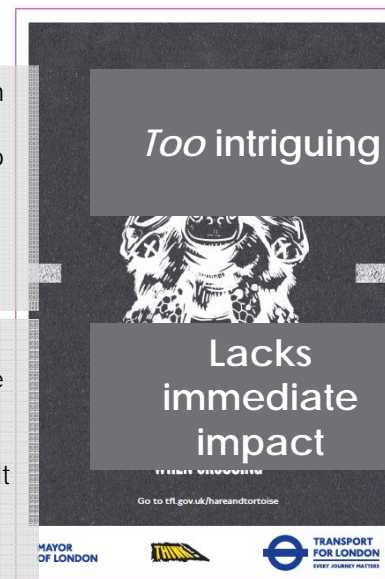
Overall responses to the poster are passive

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



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

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



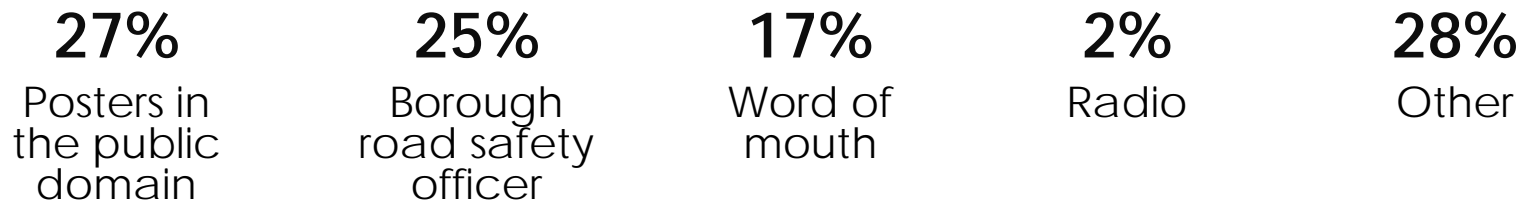
- Overall, children (and teachers) become too drawn into interpreting the nuances within the poster - rather than achieving an immediate understanding of the message

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

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

Sources of awareness

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



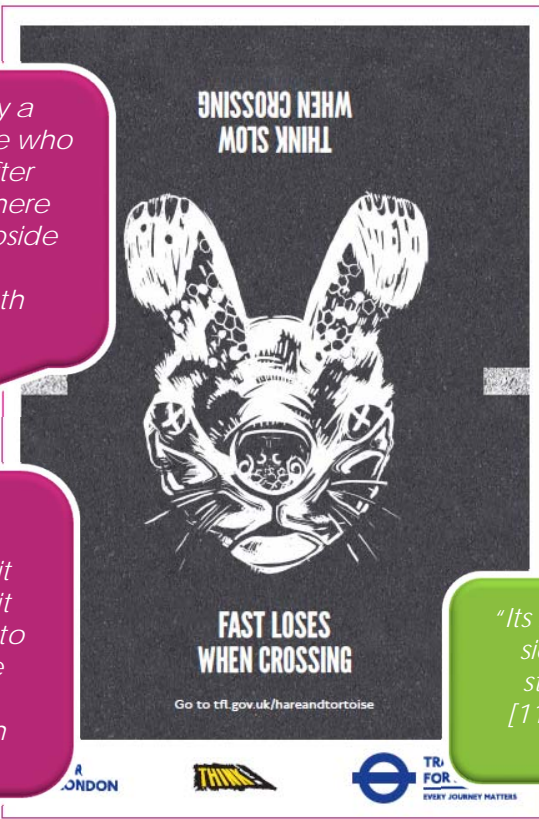
Note: this includes 6% stating "posters at the school"



Response to the posters

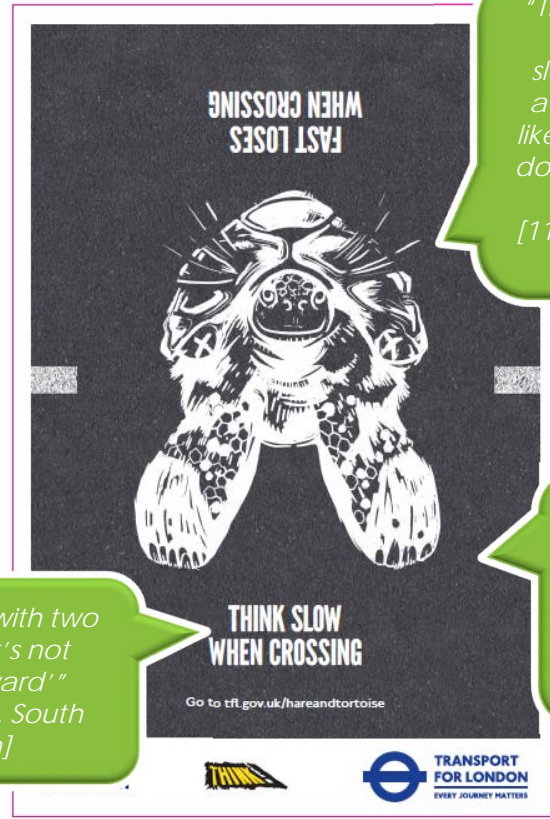
In respondents own words

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



"I thought the material was interesting, but it wasn't simple - it took me a while to understand the posters"
[Teacher, South London]

"Its intriguing with two sides...but it's not straightforward"
[11-12yo Boy, South London]




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

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

Hare side of poster interpreted as 'dark' theme

Some children viewed the hare as representing death



Open to interpretation

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

Imagery unclear

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

Multiple messages

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

Imagery distracting

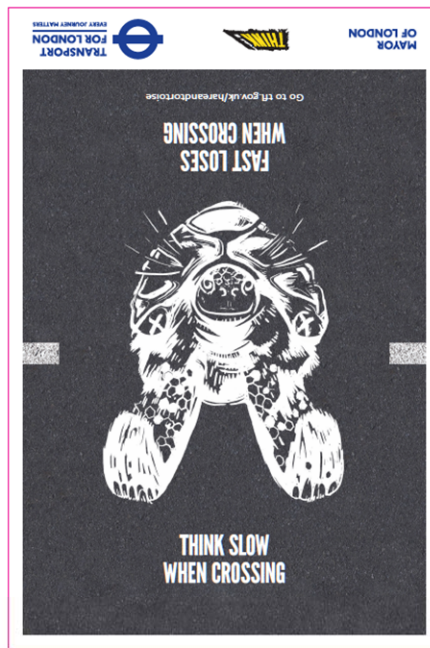
- However, current design tends to distract from road safety message – instead children are drawn into absorbing and understanding the creature representation

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

Hare conveys malevolence, but the visual distracts from a clear road safety message

▶ The tortoise side of the poster is much harder to identify

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



Difficult to identify imagery

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

Mixed messaging

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

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

Tortoise design is difficult to identify for majority and so weakens overall aim of poster messaging

Harder hitting posters are more impactful

Children referred to other poster campaigns with much greater recall

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

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

"Basically it just made me think - right, I don't want to die"
[11-12yo Boy, South London]

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



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

Assembly / lesson plans

TEEN CAMPAIGN

SCHOOL ASSEMBLY Road Safety

INTRODUCTION

The Teen Road Safety Campaign aims to educate, inform and raise the awareness of teenagers to the risks of crossing roads, and the need to be giving all their attention to the task of crossing.

Young people are growing up in a fast paced environment; they think and act fast, with instant services, fast food, fast learning, even fast abbreviated language. Fast is appealing, exhilarating, cool.

This campaign encourages teenagers to slow down and think about their behaviour before crossing the road as pedestrians, but also to understand and consider other circumstances when they need to make a sensible choice crossing.



Objectives

- Students considering their behaviour on individual journeys, both when alone and with friends.
- Recognising risks to themselves and others.
- Looking at consequences and how those risks can be reduced or removed by slowing down and thinking.

Assembly organisation

This session has been planned as a School Assembly topic. It is flexible in its discussion opportunities, allowing for each element to be extended into further assemblies, class lessons or projects. An Assembly plan is given below along with further lesson plans for possible extension work.

Starter (15 minutes)

The session starts with the short YouTube film clip introducing the theme of the Campaign 'The Hare and Tortoise', followed by the PowerPoint presentation.

Students are asked what their interpretations of the two images are and the message that they convey.

They are asked to consider their own behaviour and the behaviour of friends when crossing roads.

Further key messages (15 minutes)

Understanding choices and consequences through further film clips. What puts teens at risk, what can they do to reduce risk.

Finally they are invited to the party that started with the YouTube clip... will they want to go?

Plenary (5 minutes)

Students to share the strategies they use to ensure their own safety when out and about.

Extension work with lesson plans attached

- Teacher Lesson Plan 1: Choices.
- Teacher Lesson Plan 2: Speed, Distance, Time, Stopping.



These topic's link with the National Curriculum for: English, Maths, Drama, PSHE and Citizenship.

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CHOICES

LESSON PLAN 1 Road Safety

INTRODUCTION

This is part of the Teen Road Safety Campaign resource to increase awareness of choices and consequences of speed.

This campaign encourages teenagers to slow down and think about their behaviour before crossing the road as pedestrians, but also to understand and consider other circumstances when they need to make a sensible choice crossing.



Objectives

- Students to understand that we have choices in everything we do – consider alternatives, take time to think in order to weigh up decisions and take responsibility for their own safety.
- To consider the impact of these choices.

Class organisation

This session can be planned in pairs, group or whole class discussions.

Starter (5 minutes)

Present learning objectives:

- Keeping safe as a pedestrian.
- Feeling for others, understanding consequences of choices.
- Why using a safer crossing place is safer option to cross the road.

Development (35 minutes)

Read the individual scenarios from the worksheet with the whole class, or allow for individual reading in pairs or small groups. After each scenario have an open debate about their own experiences. Each scenario should have at least 5 minutes spent discussing feelings, possible outcomes, safest course of action, or choice ending with the worst outcome. Beware of local sensitivities.



REDUCE SPEED

FACT AND WORK SHEET 4 Road Safety

By reducing speed, injuries can be reduced too. There are many ways to reduce speed on our roads.



You may have seen speed cameras on the side of roads near where you live, or on your journeys or places you have visited. They are there to deter drivers from speeding, remind them to reduce their speed and drive within that limit. If a driver's speed is above the limit they can be issued with a penalty.

You may not have thought about the engineering structure of our roads. There is a lot of work that goes on behind the scenes in determining how best to help local communities who live on or near busy roads. Traffic calming features help pedestrians to cross by slowing the traffic. Drivers must be aware that pedestrians could be crossing and should slow down.



Speed bumps are also known as road humps and cushions are designed to reduce the speed of traffic in residential areas. Cushions are humps broken into two or three sections to enable emergency vehicles, buses and other large vehicles, to pass between the humps.



Some traffic calming features involve pavements and roads being at the same level. Sometimes this can make it difficult to decide which is the road and which is the pavement. Pedestrians should remember that the edge of the pavement is marked with a kerb and is always visible.



Other measures that local engineers may put in place could include speed signs that light up and flash called Vehicle Activated Signs (VAS) or Speed Indicator Devices (SID) which detect and display real-time vehicle speeds. Both aim to change drivers speed behaviour in different environments.

There are many more road signs and designs that are key factors in contributing towards reducing speed on our roads.

Group task

Draw a map of a busy area that you know, or you can design your own area. Include housing, shops, schools, and other community buildings like a library, GP surgery or clinic. Consider as an engineer working in this area what measures could be put in place to reduce speed and make a safer place for pedestrians to go about their daily lives. Add these ideas to the map.

Share your ideas with the rest of the class explaining why these choices were made.

- Are there any other measures that could be added that may reduce speed?
- How does reducing the speed of traffic reduce road traffic injuries?
- What impact does reducing speed have on the community.
- Consider how all the above has an impact on pedestrians.

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n.b. above images are a subset of the overall lesson / assembly plan material

Lesson and assembly plans work best with a TfL visit

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

Limited use

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

TfL visits engaging

Visits by the TfL outreach team considered very engaging and effective - by both teachers and children

NB these workshops did not include the tortoise and the hare campaign

Preference for external 'experts'

Teachers and children feel verbal presentations featuring external experts is the most engaging way to capture their interest

- They are novel and important - it can get boring listening to familiar voices

"In year 7 I remember these people coming in, they showed us films, talked to us and did a play, I really remember when they acted out a road and someone got hit - it was scary"
 [Y9 Girl, South London]

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

Campaign co-creation helps to embed road safety principles

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

Co-creation is very effective

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

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

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

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

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

Co-creation engages children, embeds road safety and provides sense of ownership



Usage of campaign

Most teachers don't recall receiving the campaign materials

Received materials
29% Have received the materials

71% Have not received the materials

TEEN CAMPAIGN
ROAD SAFETY

INTRODUCTION
The Teen Road Safety Campaign aims to educate 11-18 year olds on the awareness of teenagers to the risks of dangerous driving, and the need to bring all their attention to the task of driving.

Objectives
• Identify the dangers of dangerous driving
• Understand the consequences of dangerous driving
• Identify the signs and symbols on the road
• Understand the importance of seat belts
• Understand the importance of not drinking and driving
• Understand the importance of not using mobile phones while driving

Extension work
• Write a short story about a teenager who has been involved in a road accident
• Write a letter to the police about a road accident
• Write a letter to the police about a road accident

Plenary
• Discuss the importance of road safety
• Discuss the importance of road safety

CHOICES
ROAD SAFETY

INTRODUCTION
This is part of the Teen Road Safety Campaign response to increase awareness of choices and consequences of speed.

Objectives
• Understand the dangers of dangerous driving
• Understand the consequences of dangerous driving
• Identify the signs and symbols on the road
• Understand the importance of seat belts
• Understand the importance of not drinking and driving
• Understand the importance of not using mobile phones while driving

Class organization
• The teacher will be divided into groups of 4-6 students

Plenary
• Discuss the importance of road safety
• Discuss the importance of road safety

Extension work
• Write a short story about a teenager who has been involved in a road accident
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REDUCE SPEED
ROAD SAFETY

INTRODUCTION
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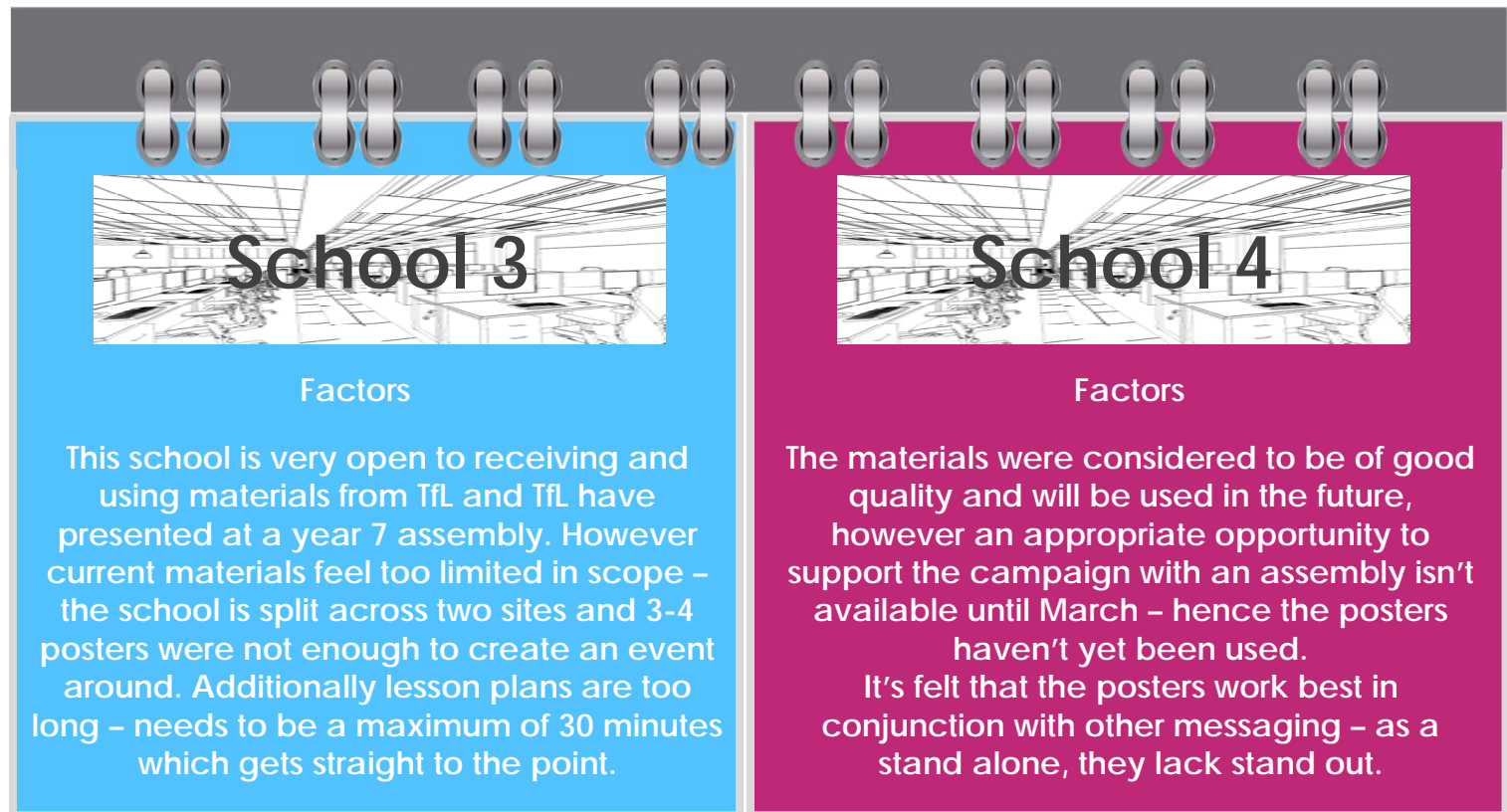
Plenary
• Discuss the importance of road safety
• Discuss the importance of road safety

Extension work
• Write a short story about a teenager who has been involved in a road accident
• Write a letter to the police about a road accident
• Write a letter to the police about a road accident

▶ For many, time is the biggest barrier to usage

10%

Have used
the
materials



School 3

Factors

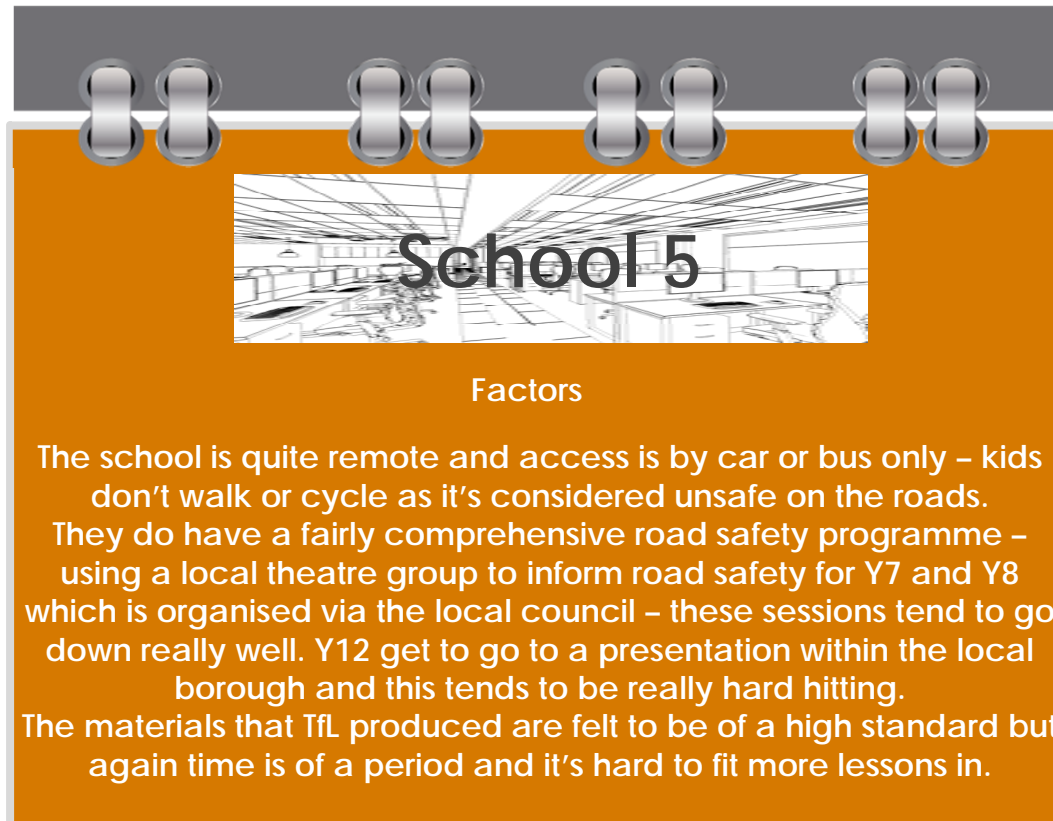
This school is very open to receiving and using materials from TfL and TfL have presented at a year 7 assembly. However current materials feel too limited in scope – the school is split across two sites and 3-4 posters were not enough to create an event around. Additionally lesson plans are too long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

School 4

Factors

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

▶ Road safety is a priority for many but time available is shared with other topics and initiatives



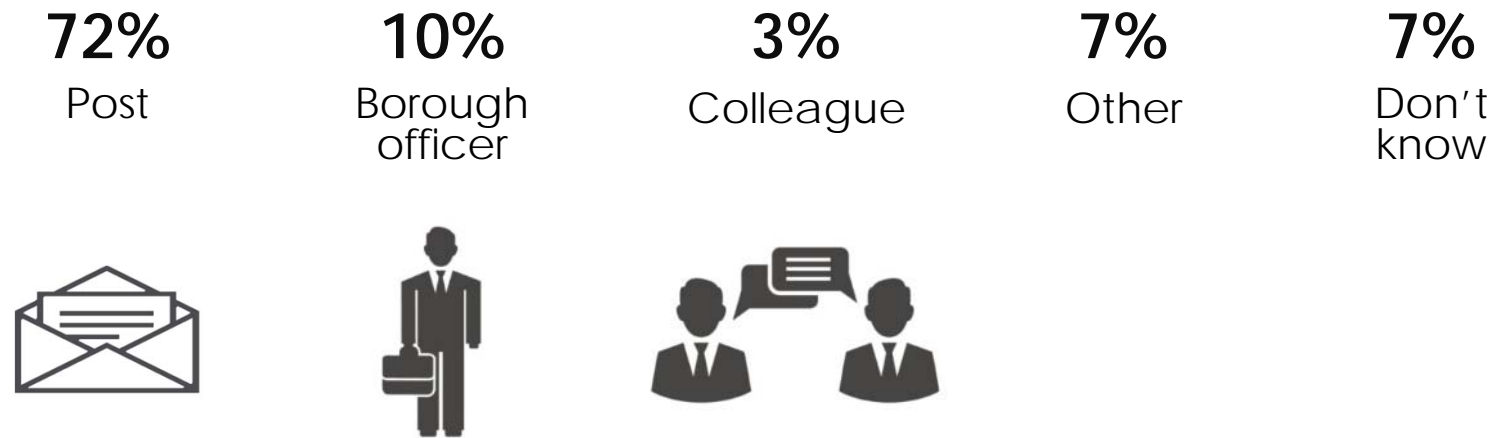
School 5

Factors

The school is quite remote and access is by car or bus only – kids don't walk or cycle as it's considered unsafe on the roads. They do have a fairly comprehensive road safety programme – using a local theatre group to inform road safety for Y7 and Y8 which is organised via the local council – these sessions tend to go down really well. Y12 get to go to a presentation within the local borough and this tends to be really hard hitting. The materials that TfL produced are felt to be of a high standard but again time is of a period and it's hard to fit more lessons in.

Of the 29 per cent who have received the materials, the majority received them by post

How received materials



Caution! Low base size

Flexibility is key for future engagement

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

<p>Communication planning</p> <ul style="list-style-type: none"> Where possible send schools future campaigns before the beginning of the academic year to allow time for them to build it into their busy timetables 	<p>Resource</p> <ul style="list-style-type: none"> Option to request additional copies of posters – for some current volume (3-4) limits use. Alternatively ensuring posters are easy to print out or photocopy, so schools can generate multiple copies themselves 	<p>Additional support</p> <ul style="list-style-type: none"> Including greater detail on incident facts and figures would compel boys particularly to listen more
<p>Flexible options</p> <ul style="list-style-type: none"> Offering a range of lesson plans of varying length – appetite for shorter, to the point sessions to use during 30 minute lesson slots 	<p>Collaboration</p> <ul style="list-style-type: none"> Closer working between TfL and schools with specific needs could increase relevancy and appropriateness 	<p>Time of year</p> <ul style="list-style-type: none"> 26 per cent <u>did not</u> think November was the right time 18 per cent would prefer the start of the school year

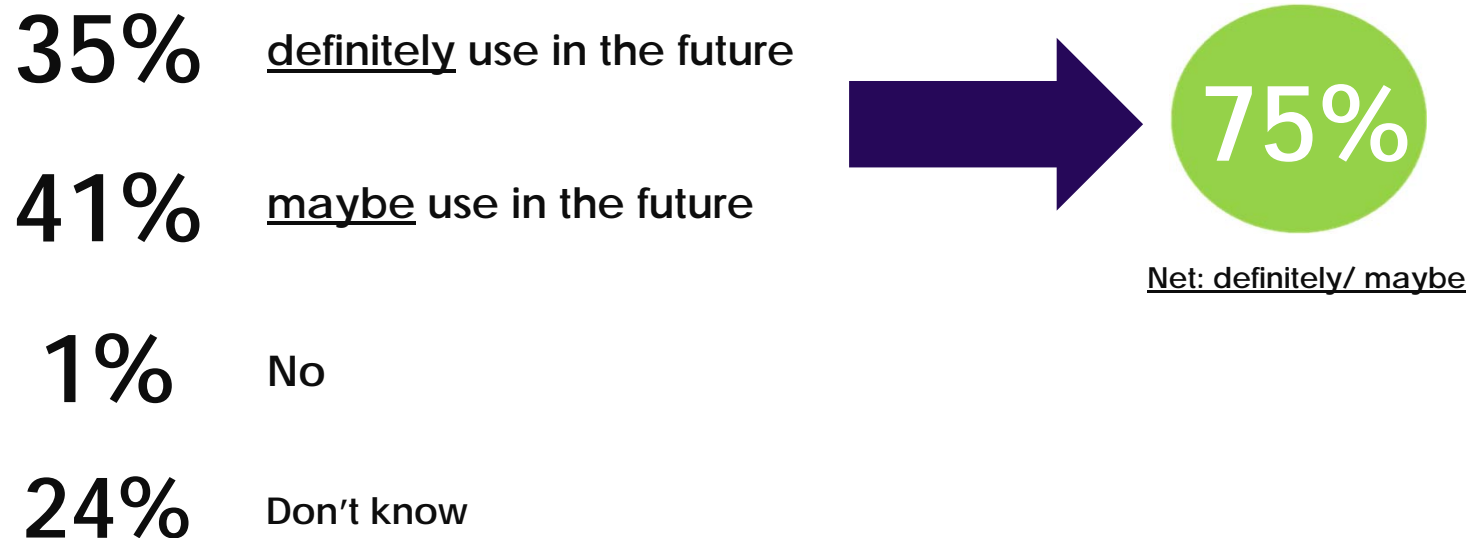
"We need more time to plan, we can do anything with time to plan it in – we'd need to know by early September really"
[Teacher, South London]

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

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

Future usage

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





Summary and Recommendations

Summary

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

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

TfL outreach visits have maximum influence

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

Campaign posters lack impact

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

Harder hitting imagery has a greater influence on this age group

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

Support from TfL outreach is valuable

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

Flexibility in approach is key

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

There is an appetite for use in future

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

Recommendations

Focus on harder hitting campaign imagery

Has greater resonance and impact among this age group.

Encourage the use of 'experts' wherever possible

Whether this be the TfL outreach team, police, local council, paramedics or anyone else.

Using external experts increases engagement and message impact.

Flexible lesson plans

Increase the usefulness of materials by offering multiple lesson plans of varying length.

More likely to use if they don't have to be adapted by the busy teacher to fit the purpose.

Flexible materials

Ensure that access to multiple posters for example is easy and straightforward.

Send digital imagery as well as hard copies of materials.

Release campaign earlier in the year

Where possible send schools future campaigns before the beginning of the academic year to allow time for them to build it into their busy timetables'.



Appendix



Schools with disabled pupils have much more specific needs

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

Transport Generally

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

TfL Travel Training

- Teach pupils, for example how to work out routes, learn bus numbers - opportunity for "TfL travel training"

Simple, clear messaging

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

Alternative Learning Methods

- Role playing of travel stories eg. 'when I go out I do this'

Alternative Learning Tools

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

"Current communication is pitched too high – its needs to be very primary for our pupils to access them"
[Teacher, South London]

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

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