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**THE TUFTY CLUB ENQUIRY
(4) AN INVESTIGATION OF THE OPINIONS OF HEAD TEACHERS,
PLAYGROUP LEADERS AND ROAD SAFETY OFFICERS**

by

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**Any views expressed in this Report are not necessarily
those of the Department of the Environment**

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Safety Department
Transport and Road Research Laboratory
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THE TUFTY CLUB ENQUIRY

(4) AN INVESTIGATION OF THE OPINIONS OF HEAD TEACHERS, PLAYGROUP LEADERS AND ROAD SAFETY OFFICERS

ABSTRACT

Postal questionnaires were sent to 386 head teachers of primary and middle schools, 186 playgroup leaders and 380 full-time road safety officers (RSOs). The questions were related to road safety in general and the Tufty Club in particular.

An analysis of replies shows that almost all the respondents thought children should be taught how to cross roads before they reach six years of age.

The majority of respondents in all three groups thought that animal characters should be used to illustrate road safety, and most head teachers and playgroup leaders thought stories were an effective means of teaching road safety.

Of the 90 per cent of head teachers who had heard of Tufty, only 10 per cent taught anything about Tufty in their schools. A significantly greater proportion of playgroup leaders taught children about Tufty in their playgroup. Ninety per cent of RSOs had Tufty clubs in their areas.

The majority of respondents had seen the television films of Tufty and Squawk, and thought that children would learn something about road safety from them.

Although the respondents who had read Tufty Book 1 gave generally favourable opinions, the book could be improved by attention to the style of writing and standard of illustrations.

1. INTRODUCTION

The Tufty Club, originated in 1961 by the Royal Society for the Prevention of Accidents (RoSPA) is the only national organisation aiming to give pre-school children some basic safety education. Although originally intended for pre-school children, many of the new members of the Tufty Club are now drawn from school age children.

The organisation of the Tufty Club is primarily at two levels – individual membership and local club membership¹. A local Tufty club involves groups of children meeting under the supervision of one or more

The return rate was in general good although a little slow originally. Eighty nine per cent of RSOs' questionnaires, 95 per cent of head teachers' questionnaires and 83 per cent of playgroup leaders' questionnaires were eventually returned. The majority of these were filled in correctly, although those sent to RSOs were not always filled in by the person to whom they were addressed. This was due to staff changes and because in some authorities other RSOs gave their opinions in addition to those contacted. Nevertheless a note was usually sent back with the questionnaires, so that any which were filled in by persons other than full-time RSOs could readily be identified. The numbers of questionnaires from each sample used in the final analysis were 308 RSOs (81 per cent of the number of questionnaires sent), 343 head teachers (89 per cent of the number sent) and 149 playgroup leaders (80 per cent of the number sent).

3. RESULTS

The majority of the schools and playgroups in the samples contained both boys and girls (96 per cent of schools and 100 per cent of playgroups), and there was no significant difference between the two groups regarding the position of the main school/playgroup entrance, in relation to the type of road on which the entrance was situated.

The remaining data from the questionnaires are treated together under topic headings for the results section.

3.1 General attitudes towards road safety

When the respondents were asked the age at which children should first be taught how to cross roads (Table 1), 82 per cent of playgroup leaders said that children should be taught before they were four years old. This is a far greater percentage than the 48 per cent of head teachers and 44 per cent of RSOs who gave a similar reply to the question.

TABLE 1

Age at which children should first be taught how to cross roads (percentages)

Age	Groups		
	RSOs	Head Teachers	Playgroup Leaders
0 – 2 years 11 months	9	17	40
3 – 3 years 11 months	35	31	42
4 – 4 years 11 months	20	21	8
5 – 5 years 11 months	20	17	3
6 years or over	7	0	0
No answer	9	14	7
Total	100	100	100
Base number	308	352	149

χ^2 age should be taught to cross (excluding 'No answer') by sample (head teachers/playgroup leaders) = 50.6, df = 4, $p < .001$

χ^2 age should be taught to cross (excluding 'No answer') by sample (playgroup leaders/RSOs) = 89.1, df = 4, $p < .001$

χ^2 age should be taught to cross (excluding 'No answer') by sample (RSOs/head teachers) = 16.25, df = 4, $p < .01$.

illustrated. The majority of the respondents thought that dangers should be emphasised by telling the child he/she would get hurt, but several respondents gave more than one answer to the question.

TABLE 3

The ways in which the dangers of unsafe road behaviour should be illustrated to children under seven years (percentages)

Illustration of dangers	RSOs	Head teachers	Playgroup leaders
You will get hurt	94	96	94
You will have to go to hospital	33	39	23
You will get killed	14	27	21
Total	141	162	138
Base number	302	338	121

3.2 Knowledge and use of Tufty

More playgroup leaders than head teachers had heard of Tufty, 97 per cent as opposed to 90 per cent. In addition, a significantly greater proportion of playgroup leaders taught something about Tufty in their playgroup, than did head teachers in their school – 31 per cent versus 10 per cent. This is despite the fact that 95 per cent of the head teachers claimed to have some form of road safety education in their school.

Only 10 per cent of the RSOs sample had no Tufty clubs in their area. Of the remainder, 69 per cent played some part in the running of the clubs. Seventy seven per cent of the RSOs visited the clubs, 30 per cent said that they gave advice to leaders and 19 per cent supplied materials. Table 4 shows the numbers of Tufty clubs in each area. In the present sample, an average of 44 per cent of the total number of clubs in each area were run by schools, 40 per cent were in playgroups and the remainder in other organisations.

TABLE 4

The numbers of Tufty clubs in each road safety officer area (percentages)

Number of Clubs in area	Percentage
1 – 20 clubs	55
21 – 40 clubs	16
41 – 60 clubs	13
61 – 80 clubs	4
81 – 100 clubs	3
101 – 200 clubs	7
201 or over	2
Total	100
Base Number	308

Considering the amount of road safety the respondents thought that children would learn from the Squawk films, as with the Tufty films, very few said that children would learn nothing. Table 7 shows the percentages involved. There was no significant difference between head teachers and playgroup leaders on the amount of road safety they thought that children would learn from the films, but significantly fewer RSOs thought children could learn a lot from the films. A wide age range for suitability of the films was quoted, from two years to 11 years, which is slightly older than the age quoted for Tufty films.

TABLE 7

The amount of road safety the respondents thought children would learn from the Squawk television films (percentages)

Response	RSOs	Head teachers	Playgroup leaders
A lot	18	34	28
A little	72	59	64
Nothing	6	4	2
Don't know	4	3	6
Total	100	100	100
Base number	228	152	99

χ^2 amount of road safety children learn from Squawk films by sample (head teachers and playgroup leaders/RSOs) = 11.9, df = 3, $p < .01$

When asked how much road safety the children would learn from the Tufty films as opposed to the Squawk films there were no significant differences within any of the three groups. There were significant within group differences between the age range of suitability quoted for Squawk and Tufty, the latter being quoted as more suitable for younger children.

3.4 The use of stories, in particular those containing animal characters, for teaching road safety

There was no difference between head teachers and playgroup leaders when they were asked whether or not stories were an effective method of teaching road safety. Eighty nine per cent of head teachers and 87 per cent of playgroup leaders thought that stories were effective for an age range of two to eleven years.

Table 8 shows the percentage response when the respondents were asked whether or not animal characters should be used to illustrate road safety. The differences between all groups were significant, with a greater proportion of RSOs endorsing the use of animals to illustrate road safety.

A wide age range for the suitability of animal characters was quoted, from 2 years to over nine years by all three groups. The difference between head teachers and playgroup leaders as compared with RSOs was again significant, and a greater proportion of playgroup leaders chose a younger age range than the other groups.

Ninety per cent of head teachers and 91 per cent of playgroup leaders said that books about animals were available in their school or playgroup.

TABLE 9

RSOs' detailed opinions of Tufty Book I

The five boxes between the two statements represent shades of opinion between the two extremes. The numbers in the boxes represent, as percentages, the number of respondents with that opinion. In some cases the 'most favourable' opinion is at the extreme left-hand box, but in others the optimal condition is the centre box, e.g. number of safety points should be neither too few nor too many.

a.	The Tufty stories are good	45	38	11	4	2	The Tufty stories are poor
b.	The Tufty stories contain too few safety points	1	7	65	17	10	The stories contain too many safety points
c.	The stories are well written	43	37	12	6	2	The stories are badly written
d.	The stories are interesting	41	39	11	6	3	The stories are boring
e.	The stories are old-fashioned	13	27	31	21	8	The stories are up to date
f.	The illustrations are poor	34	26	19	12	9	The illustrations are good
g.	The illustrations are too large	3	6	77	9	5	The illustrations are too small
h.	The illustrations are too detailed	5	11	78	4	2	The illustrations are too simple
i.	There are too few illustrations	1	6	72	16	5	There are too many illustrations
j.	The Tufty book is too small	1	2	69	19	9	The Tufty book is too large
k.	The Tufty book is useful	55	24	12	6	3	The Tufty book is not useful
l.	You like the book	50	29	12	5	4	You dislike the book
m.	An animal should not be used to illustrate safety	36	18	17	8	21	An animal should be used to illustrate safety
n.	It is misleading for children to be shown an animal behaving like a human being	37	19	16	12	16	It is not misleading for children to be shown an animal behaving like a human being
o.	Tufty appeals to children	65	18	11	5	1	Tufty doesn't appeal to children
p.	You like Tufty's character	62	16	18	6	8	You dislike Tufty's character

The base number is the number responding to each question – average 272

TABLE 11

Playgroup leaders' detailed opinions of Tufty Book I

The five boxes between the two statements represent shades of opinion between the two extremes. The numbers in the boxes represent, as percentages, the number of respondents with that opinion. In some cases the 'most favourable' opinion is at the extreme left-hand box, but in others the optimal condition is the centre box, e.g. number of safety points should be neither too few nor too many.

a.	The Tufty stories are good	19	48	25	3	5	The Tufty stories are poor
b.	The Tufty stories contain too few safety points	5	11	61	15	8	The stories contain too many safety points
c.	The stories are well written	22	43	22	11	2	The stories are badly written
d.	The stories are interesting	29	32	27	11	1	The stories are boring
e.	The stories are old-fashioned	11	27	33	22	7	The stories are up to date
f.	The illustrations are poor	25	43	13	11	8	The illustrations are good
g.	The illustrations are too large	0	8	71	10	11	The illustrations are too small
h.	The illustrations are too detailed	5	13	74	6	2	The illustrations are too simple
i.	There are too few illustrations	8	7	68	13	4	There are too many illustrations
j.	The Tufty book is too small	0	8	63	11	18	The Tufty book is too large
k.	The Tufty book is useful	45	38	11	2	4	The Tufty book is not useful
l.	You like the book	23	33	27	9	8	You dislike the book
m.	An animal should not be used to illustrate safety	28	25	19	6	22	An animal should be used to illustrate safety
n.	It is misleading for children to be shown an animal behaving like a human being	45	19	9	9	18	It is not misleading for children to be shown an animal behaving like a human being
o.	Tufty appeals to children	62	23	8	6	1	Tufty doesn't appeal to children
p.	You like Tufty's character	49	25	20	5	1	You dislike Tufty's character

The base number is the number responding to each question – average 64.

4. DISCUSSION

4.1 General attitudes towards road safety

The majority of all groups thought that children should first be taught how to cross roads before they were six years old. The majority of playgroup leaders further thought that children should be taught before they were four years old. One reason for this may be that playgroup leaders are more directly involved with teaching pre-school children, than the respondents in the other two samples.

When the respondents were asked the age at which children can safely cross quite busy, fairly busy or very busy roads, playgroup leaders tended to choose a slightly younger age for quiet roads than the other groups but this tendency was not as marked for the other types of roads. The ages chosen by RSOs were significantly different from those chosen by the other two groups. More RSOs tended to choose older age

funds with which to buy their own materials, and so will have very few aids to use. The lack of adequate aids could affect the standard of teaching in the clubs. Thirty per cent of the RSOs said that they advised club leaders on the running of their clubs.

4.3 Television fillers of Tufty and Squawk

A large number of respondents from all three groups had seen the television films of Tufty and the majority of those who had seen the films thought that children would learn at least a little road safety from them. These views are similar to those found for other samples^{1, 2}. A significantly greater proportion of playgroup leaders than respondents in the other two groups had seen the films, probably because of the age of the children they normally deal with and because of their work they are more likely to be at home during the day when the films are shown. A greater percentage of head teachers than other groups thought that children would learn a lot from the films. This is surprising as educationists are usually quoted as being the group to criticise Tufty more than any other, but may be indicative of favourable opinions towards films in general rather than Tufty films in particular.

As with the films of Tufty, a large number of respondents had seen Squawk on television, and a significantly greater proportion of playgroup leaders than respondents in the other groups had seen these films. More respondents from all three groups had seen Squawk than had seen Tufty. This is probably related to the viewing times. In the last television campaign which used Squawk, many of the films were shown in the evening. A higher percentage of head teachers than respondents in the other groups thought that children would learn a lot from the films but the percentage of RSOs who thought that children would learn a lot from the films was lower than that for the other two groups. Very few respondents thought that children would learn nothing about road safety from these films. Again these views are comparable with those of mothers of Tufty Club members, mothers of young children in general¹ and Tufty club leaders.²

None of the three groups showed any significant differences between Squawk and Tufty in the amount of road safety they thought children would learn from the films; although mothers of Tufty club members thought children would learn more from Tufty films.¹ A wide age range of suitability was quoted for both sets of films and for all groups. All the three groups gave a significantly older age range for the suitability of Squawk than Tufty. The Tufty films are primarily aimed at pre-school children (although the age range for suitability quoted by all groups included children who are older than the pre-school age range) and Squawk was intended for junior aged children.

4.4 The use of stories, in particular those containing animal characters, for teaching road safety

The majority of head teachers and of playgroup leaders thought that stories were an effective method of teaching road safety to children, but in the present enquiry there is little evidence to support this view⁵, and stories are rarely used as educational media for other topics. The two groups were not asked whether or not stories should be supported by other materials, but it is likely that both groups would assume such support to be necessary.

A major criticism which has been levelled at the concept of Tufty has been the high element of fantasy it involves, associated with the use of animal characters.⁶ Educationists are usually quoted as the source of this criticism. It appears from the present survey, that the majority of head teachers and playgroup leaders, (who are specifically engaged in the training of young children), do not support this criticism. This is borne

Although 95 per cent of head teachers said that road safety was part of their curriculum, and 90 per cent had heard of Tufty, only 10 per cent taught anything about Tufty in their school. A significantly greater proportion of playgroup leaders taught something about Tufty in their playgroups. Most respondents from both samples thought that stories were an effective method of teaching road safety.

Ninety per cent of RSOs had Tufty clubs in their areas and 69 per cent played some part in the running of the clubs.

A large proportion in all three groups had seen Tufty and Squawk television fillers. The majority of the respondents thought that children would learn something about road safety from both sets of films.

Although general opinions of Tufty Book 1 were favourable, the book could be improved by paying attention to the style of writing and the standard of illustrations.

6. ACKNOWLEDGEMENTS

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Thanks are also due to the Department of Education and Science for supplying the sample of school addresses and the Pre-school Playgroup Association for supplying lists of area playgroup organisers. In addition, the author would like to thank the respondents who completed and returned the questionnaires.

Thanks are due to Miss L. Fitchie, Mrs. S. Knapman for their help in sending and coding the questionnaires. Lastly, the author would like to thank Mr. K. Kent, Mrs. S. Knapman and Miss E. England for their help with the analysis of the data.

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4. Do you play any part in running the different sorts of clubs?

YES TICK
NO BOX

FOR OFFICE USE ONLY.

y
x 11

IF 'NO' TO QUESTION 4 GO TO QUESTION 6.
IF 'YES' TO QUESTION 4,

5. What part do you play in running the Clubs?
(DESCRIBE BRIEFLY)

yx0
123
456
789 12

6. Have you seen the TV films of Tufty?

YES TICK
NO BOX

y
x 13

IF 'YES' TO QUESTION 6, CONTINUE HERE,
IF 'NO' TO QUESTION 6, GO TO QUESTION 10.

7. Do you like the TV films of Tufty?

YES TICK
NO ONE
DON'T KNOW BOX

y
x
0 14

8. Do you think children will learn much road safety from these films?

A LOT TICK
A LITTLE ONE
DON'T KNOW BOX
NOTHING

y
x
0
1 15

9. For what age range do you think these films are best suited?
(WRITE DOWN YOUNGEST AND OLDEST)

Age to

yx0
123
456
789 16

yx0
123
456
789 17

10. Have you read the first Tufty Club Book?

YES TICK
NO BOX

y
x 18

FOR OFFICE
USE ONLY.

17. In your opinion should animal characters be used
in illustrating road safety?

YES	<input type="checkbox"/>	TICK
NO	<input type="checkbox"/>	ONE
DON'T KNOW	<input type="checkbox"/>	

y	
x	<input type="checkbox"/> 40
0	

IF 'YES' TO QUESTION 17.

18. For what age range do you think this use of animal
characters is best suited?
(WRITE DOWN THE YOUNGEST AND OLDEST)

Age to

yx0	
123	
456	
789	
	<input type="checkbox"/> 41

yx0	
123	<input type="checkbox"/> 42
456	
789	

19. At what age should children first be taught how to
cross roads?

Age

yx0	
123	
456	<input type="checkbox"/> 43
789	

20. Should the possible dangers of unsafe road behaviour
be emphasised to children under the age of 7 years?

YES	<input type="checkbox"/>	TICK
NO	<input type="checkbox"/>	ONE
DON'T KNOW	<input type="checkbox"/>	BOX

y	
x	<input type="checkbox"/> 44
0	

IF 'NO' TO QUESTION 20 GO TO QUESTION 22.

IF 'YES' TO QUESTION 20:

21. In which of the following ways should these dangers
be illustrated?

YOU WILL GET HURT	<input type="checkbox"/>	TICK
YOU WILL HAVE TO GO TO HOSPITAL	<input type="checkbox"/>	ALL
YOU WILL GET KILLED	<input type="checkbox"/>	THAT
		APPLY

y	
x	<input type="checkbox"/> 45
0	

SHEET 'A'

Question 11.

We would like to know your opinions of the book. Here are two lists of opposites, consisting of descriptive phrases relating to the Tufty book, the stories or Tufty himself. On each line there is a statement, a row of boxes and an opposite statement, for example:

Generally good	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						generally bad
Too big	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						too small
You like the book	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						you dislike the book

The five boxes between the statement, are used to represent shades of opinion between the two extremes. I want you to go down the list, marking the boxes which best describe your opinions for each of the phrases. For example: If you think the stories are very good, you would mark as below:

Stories are good	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px; text-align: center;">✓</td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>	✓					Stories are poor
✓							

If you think they are fairly poor, you would mark in the following box:

Stories are good	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">✓</td><td style="width: 20px; height: 20px;"></td></tr></table>				✓		Stories are poor
			✓				

Read each statement carefully to make sure you put your answer in the right place. If you are uncertain, or your opinion falls half-way between the two extremes, mark the centrebox in the row. Try to make use of all the boxes, so describing your exact opinions, on each of the statements.

Please give your exact opinions of the following statements, by 'ticking' in the appropriate box in each row.

a. The Tufty stories are good	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The Tufty stories are poor.
b. The stories contain too few safety points	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The stories contain too many safety points.
c. The stories are well written	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The stories are badly written.
d. The stories are interesting	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The stories are boring.
e. The stories are old-fashioned	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The stories are up to date
f. The illustrations are poor	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The illustrations are good.
g. The illustrations are too large	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The illustrations are too small
h. The illustrations are too detailed	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The illustrations are too simple
i. There are too few illustrations	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						There are too many illustrations
j. The Tufty book is too small	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The Tufty book is too large
k. The Tufty book is useful	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						The Tufty book is not useful
l. You like the book	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						You dislike the book
m. An animal should not be used to illustrate safety	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						An animal should be used to illustrate safety
n. It is misleading for children to be shown an animal behaving like a human being	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						It is not misleading for children to be shown an animal behaving like a human being.
o. Tufty appeals to children	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						Tufty doesn't appeal to children
p. You like Tufty's character	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						You dislike Tufty's character.

IF 'NO' TO QUESTION 5 GO TO Q. 7
 IF 'YES' TO QUESTION 5

6. For what age range do you think stories are most effective?

Write down the youngest and the oldest.

Age to

yx0
 123
 456
 11

yx0
 123
 456
 12

7. In your opinion should the possible dangers of unsafe road behaviour be emphasised to children under the age of 7 years.?

Yes TICK
 No ONE
 Don't know BOX

y
 x
 0
 13

IF 'YES' TO QUESTION 7.

8. In which of the following ways should these dangers be illustrated?

You will get hurt TICK
 You will have to go to hospital ALL
 You will get killed THAT
 APPLY

y
 x
 0
 14

9. Have you ever heard of Tufty the squirrel?

Yes TICK
 No BOX

y
 x
 15

IF 'NO' TO QUESTION 9 GO TO QUESTION 13
 IF 'YES' TO QUESTION 9 CONTINUE HERE

10. Have you ever seen Tufty on Television?

Yes TICK
 No BOX

y
 x
 16

IF 'YES' TO QUESTION 10 ANSWER
 QUESTIONS 11 AND 12

18. Have you ever seen the films of Squawk on TV?

Yes TICK
No BOX

y 40
x

IF 'YES' TO QUESTION 18

19. Do you think children will learn much road safety from these films?

A lot TICK
A little ONE
Nothing BOX
Don't know

y
x 41
0
1

20. For what age range do you think these films are best suited (Write down the youngest and the oldest)?

Age to

yx0
123 42
456

yx0
123 43
456

21. In your opinion should animal characters be used in illustrating road safety?

Yes TICK
No ONE
Don't know BOX

y
x 44
0

22. Are there any books, mainly about animal characters, available in this school for the children to read?

Yes TICK
No ONE
Don't know BOX

y
x 45
0

IF 'YES' TO QUESTION 22.

23. At what age group do you think the use of animal characters is best suited? (Write down the youngest and the oldest)

Age to

yx0
123 46
456

yx0
123 47
456

IF 'NO' TO QUESTION 5 GO TO Q.7

IF 'YES' TO QUESTION 5

6. For what age range do you think stories are most effective? Write down the youngest and the oldest.

Age to

yx0
123
456

11

yx0
123
456

7. In your opinion should the possible dangers of unsafe road behaviour be emphasised to children under the age of 7 years?

Yes TICK
No ONE
Don't know BOX

y
x
0

13

IF 'YES' TO QUESTION 7.

8. In which of the following ways should these dangers be illustrated?

You will get hurt TICK
You will have to go to hospital ALL
You will get killed THAT
APPLY

y
x
0

14

9. Have you ever heard of Tufty the squirrel?

Yes TICK
No BOX

y
x

15

IF 'NO' TO QUESTION 9 GO TO QUESTION 13

IF 'YES' TO QUESTION 9 CONTINUE HERE.

10. Have you ever seen Tufty on Television?

Yes TICK
No BOX

y
x

16

IF 'YES' TO QUESTION 10 ANSWER
QUESTIONS 11 AND 12.

IF 'YES' TO QUESTION 17

18. Do you think children will learn much road safety from these films?

A lot TICK
 A little ONE
 Nothing BOX
 Don't know

y
 x 40
 0
 1

19. For what age range do you think these films are best suited? (Write down the youngest and the oldest)

Age to

yx0
 123 41
 456

yx0
 123 42
 456

20. In your opinion should animal characters be used in illustrating road safety?

Yes TICK
 No ONE
 Don't know BOX

y
 x 43
 0

21. Are there any books, mainly about animal characters, available in this playgroup for the children to read?

Yes TICK
 No ONE
 Don't know BOX

y 44
 x
 0

IF 'YES' TO QUESTION 21.

22. At what age group do you think the use of animal characters is best suited? (Write down the youngest and the oldest)

Age to

yx0
 123
 456 45

yx0
 123 46
 456

ABSTRACT

The Tufty Club enquiry: (4) An investigation of the opinions of head teachers, playgroup leaders and road safety officers: DIANE E. FIRTH, B.Sc., M. PHIL: Department of the Environment, TRRL Supplementary Report 15 UC: Crowthorne, 1974 (Transport and Road Research Laboratory). Postal questionnaires were sent to 386 head teachers of primary and middle schools, 186 playgroup leaders and 380 full-time road safety officers (RSOs). The questions were related to road safety in general and the Tufty Club in particular.

An analysis of replies shows that almost all the respondents thought children should be taught how to cross roads before they reach six years of age.

The majority of respondents in all three groups thought that animal characters should be used to illustrate road safety, and most head teachers and playgroup leaders thought stories were an effective means of teaching road safety.

Of the 90 per cent of head teachers who had heard of Tufty, only 10 per cent taught anything about Tufty in their schools. A significantly greater proportion of playgroup leaders taught children about Tufty in their playgroup. Ninety per cent of RSOs had Tufty clubs in their areas.

The majority of respondents had seen the television films of Tufty and Squawk, and thought that children would learn something about road safety from them.

Although the respondents who had read Tufty Book 1 gave generally favourable opinions, the book could be improved by attention to the style of writing and standard of illustrations.

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