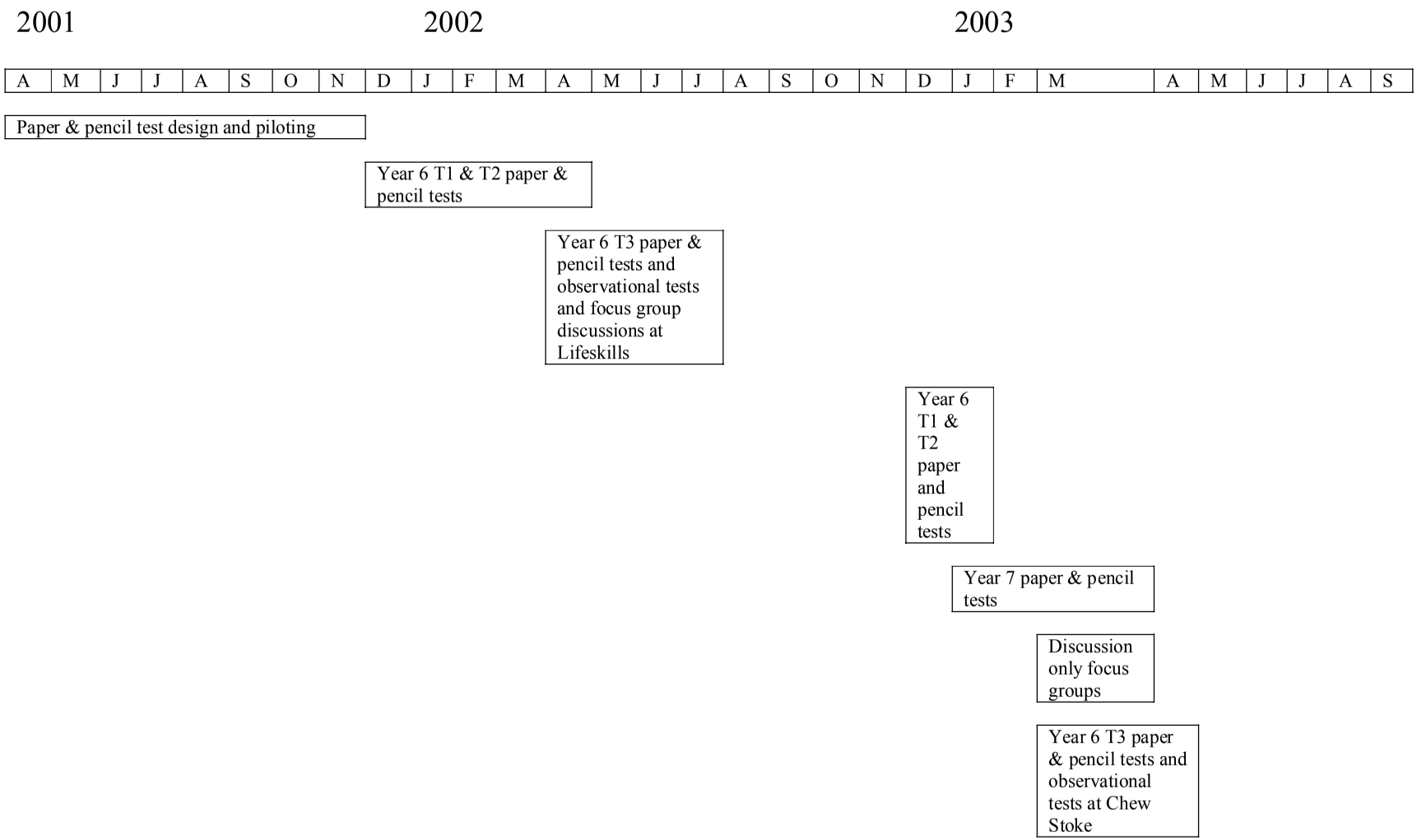
APPENDICES

APPENDIX 1: DATA COLLECTION TIMETABLE



APPENDIX 2 DETAILS OF DEVELOPMENT OF PAPER AND PENCIL AND OBSERVATIONAL TESTS

Bold print indicates priorities listed by Lifeskills Steering Group as requiring evaluation.
Underlining indicates name of resulting test used in Evaluation

HOME SAFETY

1. Be able to identify the dangers portrayed in a room

A 'Spot the hazards in the Kitchen' pencil and paper test was devised to test the ability of children to identify the dangers portrayed in a room.

Pilot 1: children required to list the dangerous items shown in the picture and to try to explain why each one is dangerous
Pilot 2: children required to list the dangerous items shown in the picture but, due to time constraints not met, no longer explain why each item is dangerous.
Pilot 3: children required to circle rather than list the dangerous items shown in the picture
Pilot 4: readjustments to picture to ensure clarity and comprehensibility of images

2. Be able to make physical changes to make the room safer for young children and older people

This will be covered in performance versions of the Kitchen and Gas tasks
A pencil and paper test was also devised to test children's ability to deal with a gas leak in the home.

Pilot 1: children required to select from seven line drawing pictures the four that depicted the appropriate action for a child to take on discovering a gas leak in their home, and place the four actions in the order in which they should be done.
Pilot 2: pictures labelled to identify actions; children asked to select three appropriate actions (and not required to place them in an order).
Pilot 3: in addition to nominating three correct actions, children also asked to nominate incorrect actions.
Pilot 4: no further changes

3. Be able to devise a strategy for action to take in the event of an unexpected caller at the door

Not included in the evaluation because of ethical considerations.

FIRE SAFETY

4. Be aware of potential fire hazards in the bedroom e.g. candles, cigarettes, matches, electric blankets

A 'Spot the hazards in the Bedroom' pencil and paper test was devised to test the ability of children to identify the fire hazards portrayed in a room.

Pilot 1: children required to list the fire hazards shown in the picture and to try to explain why each one is a fire hazard
Pilot 2: children required to list the fire hazards shown in the picture but, due to time constraints not met, no longer explain why each one is a fire hazard.
Pilot 3: children required to circle rather than list the dangerous items shown in the picture; certain details of picture changed.
Pilot 4: further readjustments to picture to ensure comprehensibility and non-overlap of items between Kitchen and Bedroom tests

5. Understand the importance of fitting fire alarms

A pencil and paper test was devised to test children's knowledge about the importance of fitting fire alarms.

Pilot 1: children required to respond to four knowledge questions requiring Yes/No answers
Pilot 2: wording alteration, and a further question added
Pilot 3: further word alterations to ensure comprehensibility
Pilot 4: test dropped as 90% or more of children tested had perfect scores before being exposed to Lifeskills Programme

6. Be able to develop a fire escape plan and make a 999 emergency call to the Fire Brigade

A pencil and paper test was devised to test children's ability to construct a Fire Escape plan. An emergency call was featured as one of the possible items for the children to use in their escape plan. In addition, children's ability to make a 999 emergency call to the Fire Brigade to be tested in the performance Fire Escape test.

Pilot 1: children required to select from nine line drawing pictures the four that depicted the appropriate action for a child to take on discovering that a fire had broken out in their home, and place the four in the order in which they should be done.
Pilot 2: one picture redrawn to indicate that the child collecting a pet had run upstairs to do so; instructions clarified.
Pilot 3: instructions clarified further; one picture dropped due to ambiguity
Pilot 4: no further changes

A pencil and paper test was also developed to test children's knowledge of how to make a 999 call.

Pilot 1: children were required to indicate which coins (if any) are needed to make a 999 call in a public phone box
Pilot 2: test dropped as, without Lifeskills instruction, 95% of children tested knew that no coins were needed.

FIRST AID

7. be aware of what action to take when finding an injured or unconscious person
8. be aware of the 'recovery position' and have had an opportunity to practice putting a casualty into it

A pencil and paper test was designed to test whether children could recognise the Recovery Position.

Pilot 1: children required to select appropriate position from amongst four positions
Pilot 2: wording altered to make it clear that the casualty is unconscious but unlikely to have a spinal injury; layout of images changed
Pilot 3: no further changes

Water observational test developed at a later stage in the evaluation to investigate children's awareness of action to take when finding a person in difficulty.

9. have an opportunity to practise making a 999 call

The children's ability to make a 999 emergency call would be tested in the performance Fire Escape test.

ROAD SAFETY

10. have a realistic understanding of speed and stopping distances

A pencil and paper test was devised to test the children's knowledge of Car Stopping Road Distance.

Pilot 1: Children were required to mark a photograph where a car in the picture approaching at 30 mph would stop if the driver applied the brakes as hard as possible.
Pilot 2: no change
Pilot 3: photograph enlarged
Pilot 4: no change

11. be aware of the implications of not wearing seat belts

A pencil and paper test was devised to test the children's knowledge of Seat-Belts, and specifically of the one-person one-belt rule.

Pilot 1: Following a background story, children were shown five cartoons depicting various combinations of passengers and belts and were required to choose one or more safe ways to travel from amongst the five.
Pilot 2: no change
Pilot 3: story shortened
Pilot 4: story returned to original

12. have an awareness of the effectiveness of fluorescent/reflective materials

A pencil and paper test was devised to test the children's knowledge of Pedestrian Visibility, and specifically their appreciation of the potential invisibility of a pedestrian at nightfall.

Pilot 1: children had to indicate in which of a series of cartoons there was a danger that a car driver would fail to see a pedestrian. The same road scene was shown five times, each with a clock. The first two images depicted a bright sunny day at 1pm and 4pm. The next three images depicted increasing darkness at 6 pm, 7 pm and 10 pm; in all three images a car was seen to have its headlights on, and the street lights were on.
Pilot 2: small change in text to clarify question asked
Pilot 3: further small change to text
Pilot 4: pictures simplified, text simplified, and clocks dropped on the grounds that it was the darkness not the time, that was the key point for the children to focus on.

DRUGS

13. have an awareness and understanding of drugs that help and drugs that can harm

A pencil and paper test was devised to test children's understanding of the classification of Drugs

Pilot 1: children were asked to allocate 18 drugs to one of three categories – over the counter, doctor's prescription, illegal
Pilot 2: a Don't Know category was added
Pilot 3: Children were asked to give three examples (no list given) of illegal drugs, socially acceptable drugs, drugs bought at a shop, and drugs on doctor's prescription.
Pilot 4: The format of Pilot 3 was abandoned as it proved too challenging for the majority of children tested. The checklist format of Pilot 1 and 2 was further developed to include five categories – medical drug, illegal drug socially OK drug, not a drug, don't know. The list of items to be allocated was also changed to 12 items (9 drugs and three non-drugs).
Pilot 5: Further changes to above. The five categories were worded – medical drug, illegal drug, legal and commonly used drug, not a drug, don't' know. The final list of items to be allocated was eight drugs.

14. be able to develop a strategy to cope if they see or are offered drugs that may harm

A pencil and paper test was developed to explore children's understanding of the dangers of drug use, and the social pressures surrounding drug use

Pilot 1: Children were shown a line drawing of three teenage friends at a party. The accompanying story indicated that one of the teenagers is offering the other two "some small white pills". The children were asked to write down four reasons why someone is tempted to try a pill, and four reasons why someone might decide not to.
Pilot 2: new picture, and slight change of story
Pilot 3: same picture and story, but children asked to reply to fixed format rather than open-ended questions.
Pilot 4: fixed format question reduced from 8 to 6 options.

Item dropped from pencil and paper test as children took a long time to answer the question. Photo and story will be used as a trigger task to elicit views in focus group discussions.

15. have an awareness of the safe storage of harmful household substances

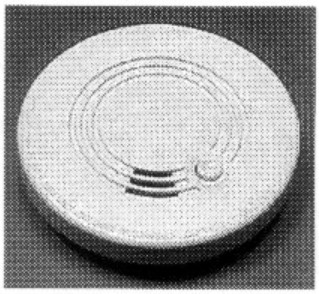
A bleach bottle and a spilled box of tablets are features in the Kitchen hazards task

See following pages for Table showing Lifeskills' priority areas and Evaluation tests, and examples of rejected tests (Smoke alarm, How to make a 999 call in a public phone box) and an earlier version of the Pedestrian Visibility test.

Table showing Lifeskills' priority areas and Evaluation tests

Area of Knowledge/Skill	Test	
	Pencil & paper	Performance
HOME		
be able to identify the dangers portrayed in a room	Kitchen	Kitchen
be able to make physical changes to make the room safer for young children and older people	Kitchen Gas	Kitchen Gas
be able to devise a strategy for action to take in the event of an unexpected caller at the door	*Not included in evaluation*	
FIRE		
be aware of potential fire hazards in the bedroom e.g. candles, cigarettes, matches, electric blankets	Bedroom	
understand the importance of fitting fire alarms	*Not included in evaluation*	
be able to develop a fire escape plan and make a 999 emergency call to the Fire Brigade	Fire	Fire
FIRST AID		
be aware of what action to take when finding an injured or unconscious person		Water
be aware of the 'recovery position' and have had an opportunity to practice putting a casualty into it	Recovery	Recovery
have an opportunity to practise making a 999 call		Fire
ROAD SAFETY		
have a realistic understanding of speed and stopping distances	Car Distance	Car Distance
be aware of the implications of not wearing seat belts	Seat Belts	
have an awareness of the effectiveness of fluorescent/reflective materials	Pedestrian Visibility	
DRUGS		
have an awareness and understanding of drugs that help and drugs that can harm	Drugs	
have an awareness of the safe storage of harmful household substances	Kitchen	Kitchen
be able to develop a strategy to cope if they see or are offered drugs that may harm	*To be examined in focus group discussions*	

Smoke alarms are good because :



Please circle Yes or No for <u>each</u> question.

Q1. They wake you if a fire breaks out in the night Yes / No

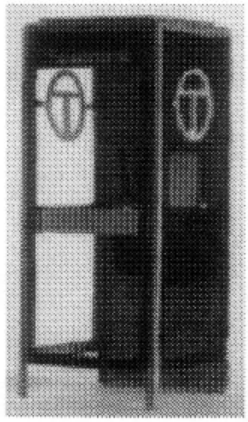
Q2. They save you the bother of having other fire safety measures Yes / No

Q3. They give you early warning of fire Yes / No

Q4. Once installed they don't need to be checked Yes / No

You need to make an urgent 999 call in a public phone box.

What will you need?



tick <u>one</u> box only.

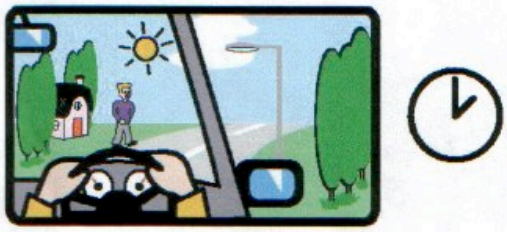
Will you need?

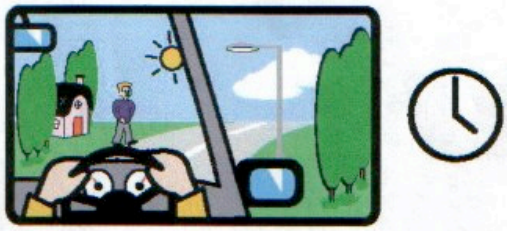
- ☐ 5p
- ☐ 10p
- ☐ 20p
- ☐ 50p
- ☐ PHONE CARD
- ☐ No money

Here are some pictures of a road during afternoon and evening. The clock next to each picture shows the time as it gets darker from 1pm to 10pm.

In which picture or pictures is the pedestrian in danger of **not** being seen by the car driver?

Tick as many or as few boxes as you think.

☐ 

☐ 

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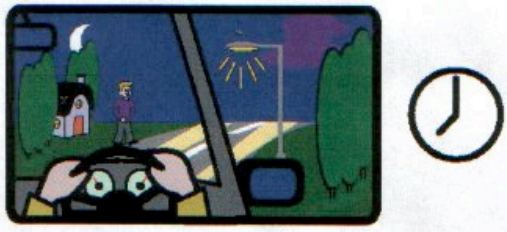
☐ 

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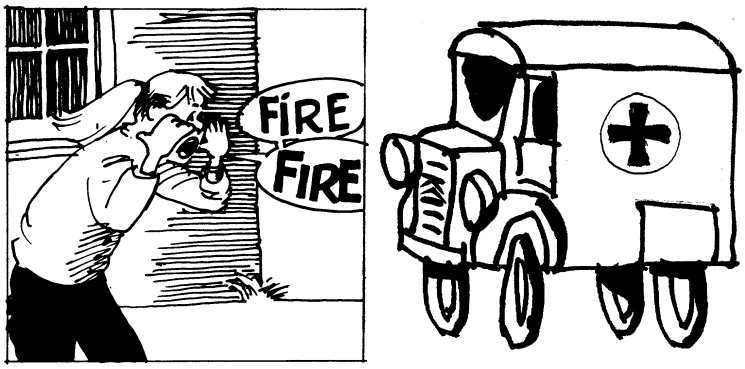
ACCIDENTS, RISK & DANGER



Your name_____

Name of your school _____

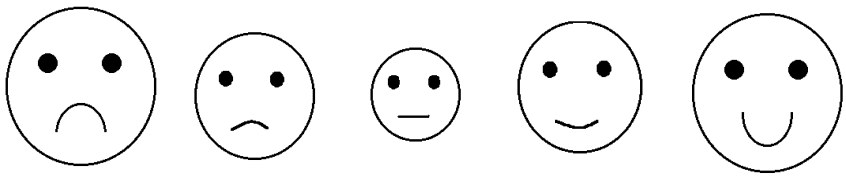
What is the time now?_____

How old are you?
Tick <u>one</u> box only. 9 yrs ☐ 10 yrs ☐ 11 yrs ☐ 12 yrs ☐

Are you a boy or a girl? Boy ☐ Girl ☐

We are going to ask you some questions about danger and accidents.

How confident are you that you know what to do in an emergency?
Tick <u>one</u> box only.



☐ Not at all confident ☐ Not confident ☐ Not sure ☐ Confident ☐ Very confident

Sally has just opened a door in her house and found that a room is on fire.

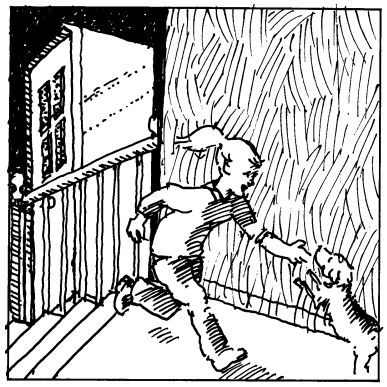
Would you know what to do next if this happened to you?

Tick one box only

Certainly yes	Possibly yes	Not sure	Possibly no	Certainly no
☐	☐	☐	☐	☐

A

B



C

D

E

F

G

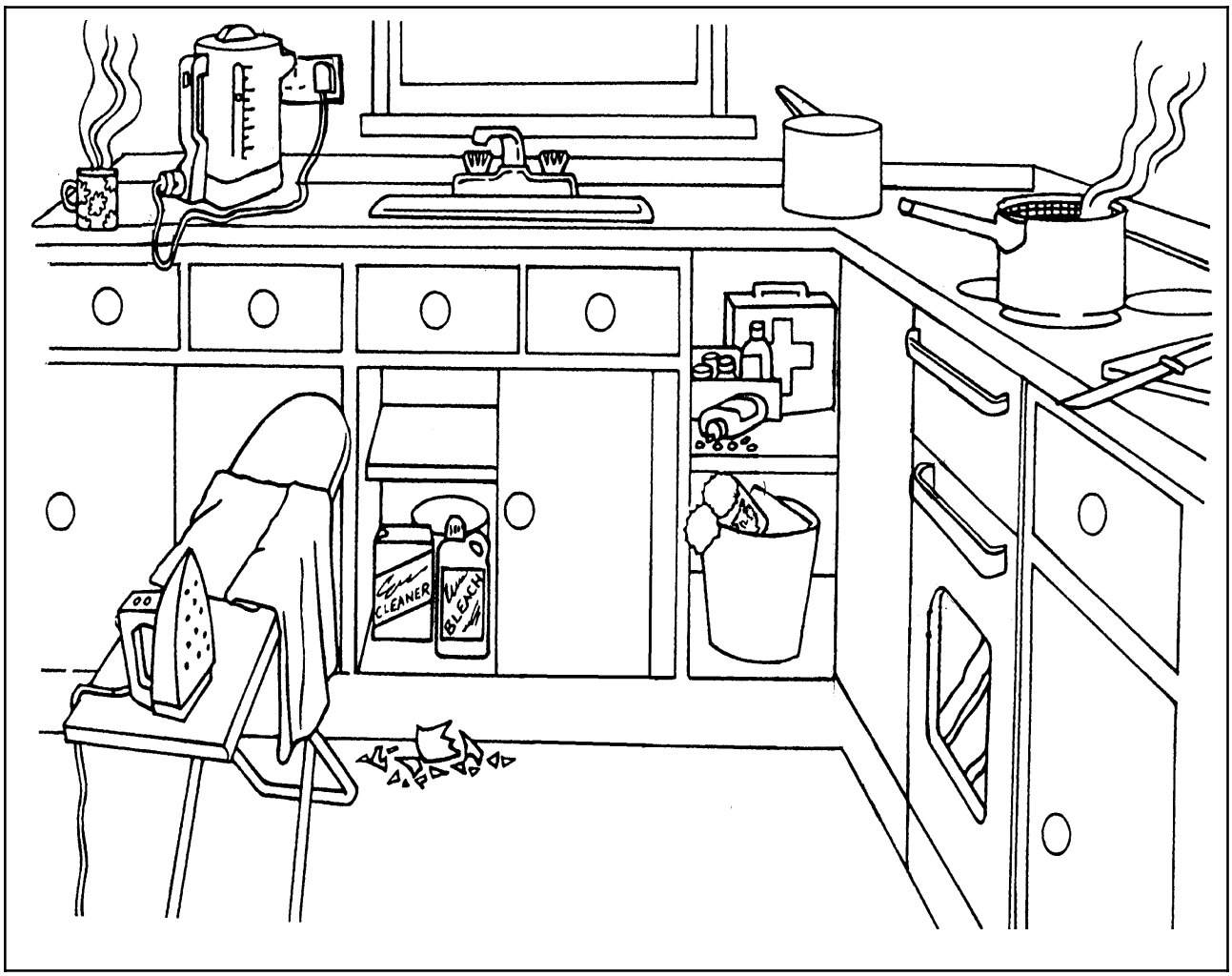
H

Choose the 4 things she should do.

Then put the letters of the 4 pictures in the right order in the boxes below.

She should	do 1st	do 2nd	do 3rd	do 4th
	☐	☐	☐	☐

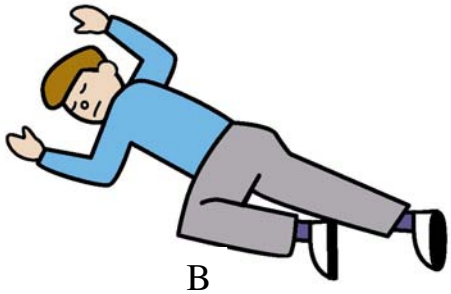
Put a circle round each dangerous thing you can see in the picture.



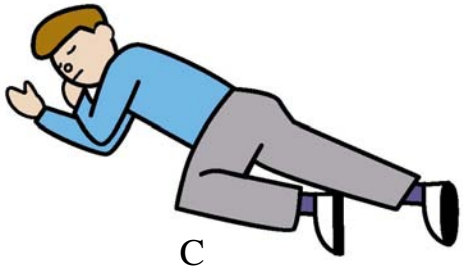
Put a circle round each dangerous thing you can see in the picture

You are walking past an adventure playground and see a boy fall over.
When you reach him, you can see that he is unconscious.

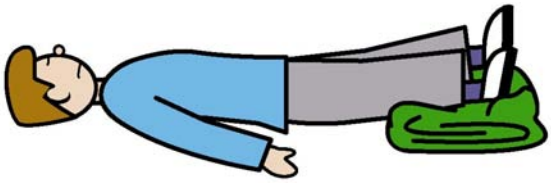
A



B



C

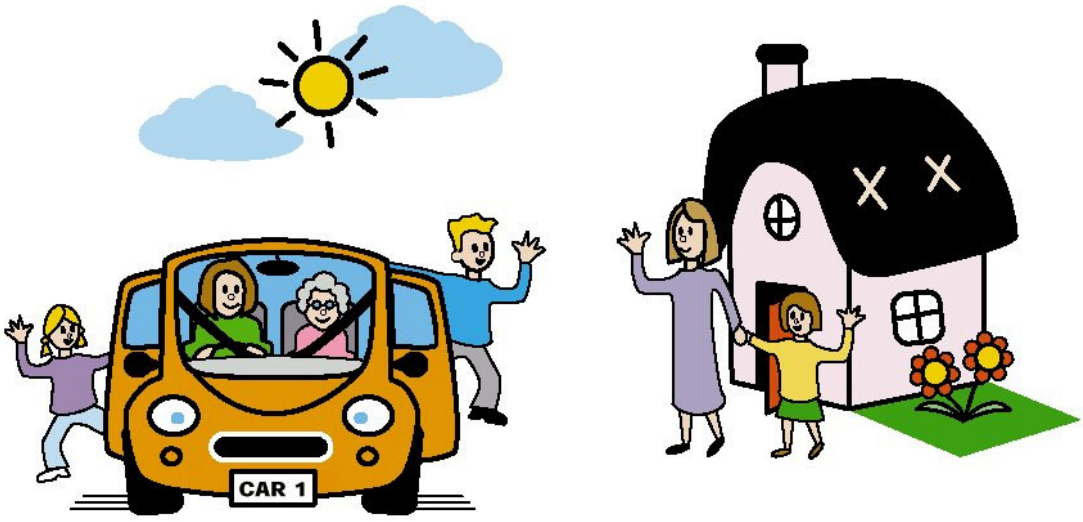


D

Which position should you put him in before you go and get help?

Please put one letter in this box.

Peter and Jill are in the car with their mother and grandmother. They pass their friend Katie's and stop to say hello. Peter and Jill want Katie to come home and play with them.



Which of the pictures below show a safe way home?

Tick as many or as few boxes as you think?


☐


☐


☐

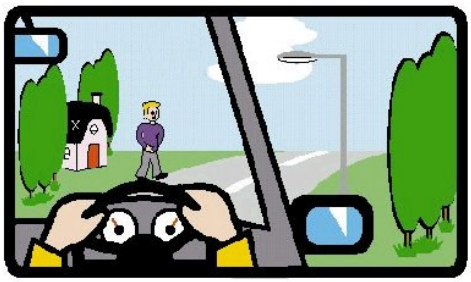

☐

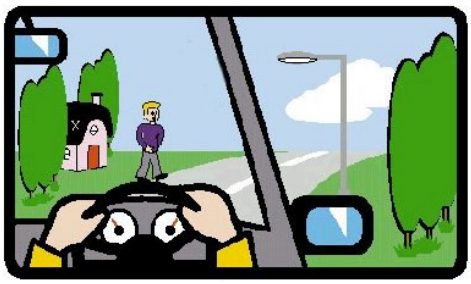

☐

Here are some pictures of a road during afternoon and evening.

When is there a danger that the car driver will not see the boy on the pavement?

Tick as many or as few boxes as you think.

☐ 

☐ 

☐ 

☐ 

☐ 

This is a street in a shopping area. The car travelling towards you is going at 30 mph.

Suppose a small child runs out across the road.

If the driver brakes as hard as possible, where will the car stop?

Please tick <u>one</u> letter only from below

A B C D E F G H I J K L M N O P Q

Some drugs are medicines.
Other drugs are illegal.
Other drugs are legal and commonly used.
Some things aren't drugs at all.

Do you know which is which?

Please put <u>only one tick</u> on each line. The first one has been done for you.

	medical drug	**illegal drug**	**legal and commonly used drug**	**not a drug**	**don't know**
Aspirin	✓				
Alcohol					
Cannabis					
Cigarettes					
Coffee					
Ecstasy					
Heroin					
Paracetamol					
Ventolin inhaler					

John has just come into the kitchen and smells gas.

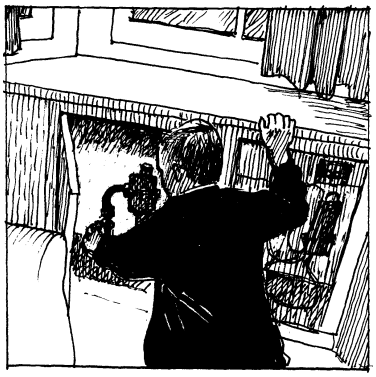
Would <u>you</u> know what to do next if this happened to you?

Tick <u>one</u> box only

Certainly yes	Possibly yes	Not sure	Possibly no	Certainly no
☐	☐	☐	☐	☐

A

Use mobile

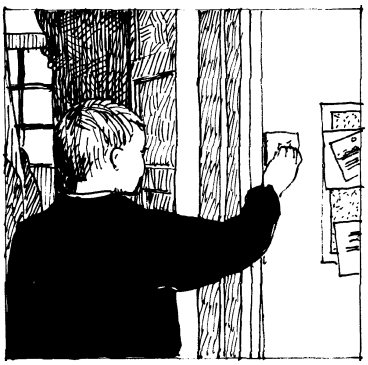


B

Turn off gas

C

Go to pay phone



D

Switch off light

E

Leave house

F

Use house phone

G

Open windows

What should he do?

Choose the 3 things he should do, and put the letters in the boxes.

☐ ☐ ☐

What must he <u>never</u> do?

Put the letters here _____

Thank You

Lifeskills

OXFORD BROOKES UNIVERSITY

APPENDIX 4 ADDITIONAL INFORMATION COLLECTED AT T2 FOR LIFESKILLS SCHOOLS

Your name_____

You have been to 10 places on your visit

Which place did you visit last? Please TICK only ONE from this list	
Road	Shop
Garage	House with Fire
Lounge	Kitchen
Garden/Building Site	Playground/Slide
Water/Railway	Farm

Which place did you enjoy most? Please TICK only ONE from this list	
Road	Shop
Garage	House with Fire
Lounge	Kitchen
Garden/Building Site	Playground/Slide
Water/Railway	Farm

APPENDIX 5 OBSERVATIONAL TESTS

Child's name _____
School _____
Date _____
Time _____

Starting **KITCHEN HAZARDS/ FIRST AID/ GAS/ FIRE/ WATER/ ROAD**

Guider's name _____

Observer's name _____

$t^0 - t^1$
$t^0 - t^{end}$

Fire (Guider instructions and assessment sheet)

I am going to ask you to open one of the doors here. Behind the door the room is on fire. It's not a real fire, but I want you to do whatever you would do if it was a real fire. Ready?

Guide points to the door, and says **Open the door.**

If child does nothing and/or says "I don't know"/ "I can't remember", or starts to say what he/she would do, the guider should say **Go on, have a go. Do what you would do if it was a real fire.**

Guider is to tick boxes.

CHILD's actions

Does 1st	2nd	3rd	4th	5th
Enters room	Enters room	Enters room	Enters room	Enters room
Shuts door to fire	Shuts door to fire	Shuts door to fire	Shuts door to fire	Shuts door to fire
Gets down low	Gets down low	Gets down low	Gets down low	Gets down low
Shouts "fire"	Shouts "fire"	Shouts "fire"	Shouts "fire"	Shouts "fire"
Leaves house	Leaves house	Leaves house	Leaves house	Leaves house
Picks up phone	Picks up phone	Picks up phone	Picks up phone	Picks up phone

If phone call made*, Which phone was used Outside/Inside
Did child dial 999? Yes/No

Which service do you require? Fire/Other

What is the number of the phone you are calling from? Correct/Incorrect

Where is the fire?
Did they give right road name? Yes/No
Did they give right house number? Yes/No

Comments on child's performance (only if guider feels it is necessary)

$t^0 - t^1$

$t^0 - t^{end}$

Gas escape plan
(Guider instructions and assessment sheet)

Guider to child: **I want you to imagine that you have just come into the room and you can smell gas.**

Q1. Are there any things you should never do if there is a gas leak?

Guider: Tick if child said you should not:

- ☐ Switch lights (or other electrical appliances) on or off
- ☐ Have a naked flame (e.g. match/candle)
- ☐ Phone using mobile in house
- ☐ Phone using landline in house
- ☐ Phone in house
- ☐ Open window/door

Q2. Now, can you show me what you would do?

If child does nothing and/or says "I don't know"/ "I can't remember", the guider should say **Go on, have a go. What would you do if it was a real gas leak.**

Guider: Tick to indicate child's actions (and for phone calls, tick to whom call made)

- ☐ Opens window/door
- ☐ Investigates stove or boiler
- ☐ Mentions switching off gas at mains
- ☐ Phones using landline in house Transco/999/other
- ☐ Phones using mobile in house Transco/999/other
- ☐ Switches lights/electrical appliances in room (on or off)
- ☐ Get out of house/room

Comments on child's performance (only if guider feels it is necessary).

$t^0 - t^1$

$t^0 - t^{end}$

Recovery position
(Guider instructions and assessment sheet)

Guider to child:

You are at an adventure playground, and you have just seen someone fall over. When you reach him/her, you can see that he/she is breathing but unconscious. Can you show me what position you should put him/her in before you go and get help?

If child does nothing and/or says "I don't know"/ "I can't remember", or starts to say what he/she would do, the guider should say **"Go on, show me what you would do".**

CHILD's actions

Left or Right	*Action*	*Order*	*Comments*
L R	*Moves arm out of way (45"-55")*		
L R	*Moves leg into raised fully-flexed position*		*Not far enough/Foot to knee*
L R	*Moves arm across the body*		
L R	*Places hand against near-side of face*		
L R	*Holding hand in position against face*		
L R	*Holds knee during pivot*		
	Holds head during pivot		
L R	*Pulls person onto their side*		*Not far enough/About right/Too far*
L R	*Pushes person onto their side*		*Not far enough/About right/Too far*
	Checks airway or tilts head back		
	Uses jacket or hands as a pillow		
	Uses jacket as a blanket		

Recovery position

Guider to Child

Q1. Do you think you got that right?

Yes certainly right	Not quite right	Not sure	No It's not right

*If the child replies "Yes, certainly right", skip to **Q3,***
*otherwise go to **Q2** & **Q3.***

***Q2**. Guider to ask child if they can say what they think is wrong with it.*

_____

Q3. Can you tell me what the right position is called?

$t^0 - t^1$
$t^0 - t^{end}$

<u>Water safety</u>
(Guider instructions and assessment sheet)

Guider to child:
I want you to imagine that you are walking near a river and you see someone in the river calling for help because they can't swim.

Can you <u>show</u> me what you would do?

If child does nothing and/or says "I don't know"/ "I can't remember", or starts to say what he/she would do, the guider should say **Go on, show me what you would do.**

Guider: Tick to indicate child's actions

- ☐ Calls to reassure the person in the water
- ☐ Lies/or kneels down, reaches out <u>with</u> a suitable object
- ☐ Throws in something which will float
- ☐ Rings for help, or asks someone else to ring for help
- ☐ Shouts for help or looks for help

- ☐ Goes into the water
- ☐ Reaches out while standing up
- ☐ Wrap them up to keep them warm

Guider now asks the child:
Are there any things that would be unsafe for you to do?

Guider: Tick if child said you should <u>not</u>:

- ☐ Go into the water
- ☐ Reach out while standing up
- ☐ Go into someone's house
- ☐ Leave them

<u>Comments on child's performance (only if guider feels it is necessary).</u>

Room safety (Guider instructions and assessment sheet)

$t^{0-t^{1}}$

$t^{0-t^{end}}$

Guider says to child: **Please rearrange this room so that it is safe for a toddler?**
If child does nothing and/or says "I don't know"/ "I can't remember", or starts to say

what he/she would do, the guider should say **Go on, have a go. Make the room safe.**
If the child pauses (e.g. after a few items) the guide should prompt with
Is there anything else unsafe you can see? *After a few more seconds, move on to the gas task.*

Guider: Please tick one box (i.e. score of 0 – 3) for each of the 8 items.

2nd guider: Please put the room back to how it was, ready for the next child to be tested.

	Score 0	Score 1	Score 2	Score 3	Guider comments if required
Clothes	Does not notice hazard	Notices/comments on hazard	Places garment on ironing board with no overhang	Removes clothes from board	
Iron	Does not notice hazard	Notices/comments on hazard e.g. lays iron flat	Places flex on ironing board with no overhang	Removes iron from board to safer place	
Coffee cup	Does not notice hazard	Notices/comments on hazard	Moves cup back but not to wall	Moves right back to the wall (or equivalent)	
Pills	Does not notice hazard	Notices/comments on hazard	Puts pills back in container and replaces lid	Moves right back to wall (or equivalent)	
Kettle cord	Does not notice hazard	Notices/comments on hazard	Takes cord away from edge	Moves kettle back to the wall (or equivalent)	
Chip pan	Does not notice hazard	Notices/comments on hazard	Rotates pan so that handle not beyond front of cooker	Moves pan onto a back ring (or equivalent)	
Cleaner/ Bleach	Does not notice hazard	Notices/comments on hazard	Shuts cupboard	And comments door needs lock or moves/ comments on bleach	
Knife	Does not notice hazard	Notices/comments on hazard	Turns around, and/or moves it back	Places in knife board or drawer	

Road safety (guider instructions and assessment sheet)

$t^{0-t^{1}}$
$t^{0-t^{end}}$

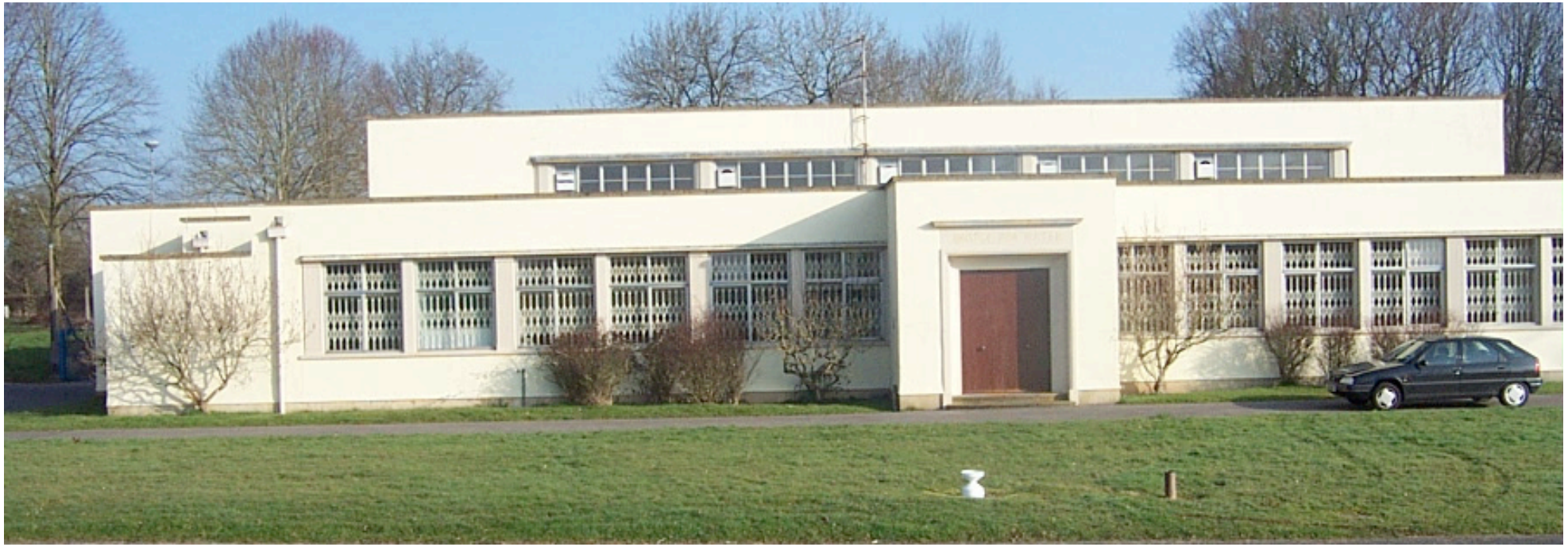
We are in a street.

The car travelling towards us is coming at 30 m.p.h.

Suppose a small child runs out across the road.

If the driver brakes as hard as possible, go and stand on the pavement at the place where you think the car will stop.

Guider: please mark place on road where child stood



APPENDIX 6 PARTICIPANTS IN THE EVALUATION

Table i: Participants in the observational and paper and pencil tests

		Paper/Pencil test only		***Paper/Pencil test at T1/T2, Observational test at T3 (on-site)***			***Paper/Pencil test at T1/T2, Observational test at T3 (off-site)***		***Paper/Pencil test only***	
		Yr 6		Yr 6			Yr 6		Yr 7	
		C	L	C	L		C	L	C	L
2001	Time1	200	691	48	96					
	Time2	200	691	48	96					
2002	Time3	169	558	48	96					
	Time4	12	21	0	19	Time1	52	153	236	383
						Time2	52	153		
2003						Time3	46	148		
N*		121	376	48	72		46	148	199	298

Key
L/C Lifeskills/Control groups
Yr6/7 School cohort/Age
Time4 671 children were tested in Yr 7. 383 of them had been to Lifeskills in the previous year but had not participated in the evaluation at that time. 52 had been to Lifeskills and had participated in the evaluation.

N N children in statistical evaluation
* The analysis excluded children who did not complete the paper and pencil tests at Time 3. It also excluded children from independent schools as such schools were under-represented in the various Control groups of the study.

Table ii: Participants in the Focus Groups

Focus groups		*Advantaged school catchment area	*Disadvantaged school catchment area
Phase 1 Undertaken during observational tests at Lifeskills Spring 2002	Children who had Attended the Lifeskills programme	3 (20 groups - 76 children)	2 (8 groups - 49 children)
	Children who had not attended the Lifeskills programme	1 (4 groups - 30 children)	1 (3 groups/1 individual interview – 19 children)
Phase 2 Undertaken at school Spring 2003	Discussion-only groups	1 (5 groups - 28 children)	1 (3 groups - 19 children)

* Advantaged (high-achieving) /Disadvantaged (low-achieving) school catchment areas defined by the following indicators – local unemployment levels, percentages of private home ownership, English as an additional language and free school meals

APPENDIX 7 FOCUS GROUP SCHEDULE

Schedule One	**Schedule two**
What did you like best (least) about the Lifeskills programme?	What did you like best (least) about the Lifeskills programme?
What things did you learn at Lifeskills?	What things did you learn at Lifeskills?
Since you came to Lifeskills, what opportunity have you had to use what you learnt?	Since you came to Lifeskills, what opportunity have you had to use what you learnt?
What do you think is the most dangerous risk that children who are the same age as you face?	What do you think is the most dangerous risk that children who are the same age as you face?
What about children who are older/younger than you?	What about children who are older/younger than you?
Show the Lifeskills Detective Sheet and ask for information about its impact on safety in their homes	Show a prompt picture about peer pressure and drugs. Ask why they might and might not want to ‘try the pills’

APPENDIX 8 DRUGS PROMPT PICTURE USED DURING FOCUS GROUPS – 'THE TRIGGER TASK'

Vicky and Sue are at a party when their friend Steve joins them. He shows them some small white pills and says "these are great, try one".

APPENDIX 9 RECRUITMENT LETTERS

i) School invitation letter

UNIVERSITY OF OXFORD

DEPARTMENT OF PUBLIC HEALTH

British Heart Foundation Health Promotion Research Group
Institute of Health Sciences, Old Road, Headington, Oxford OX3 7LF
General Enquiries: 01865-227142; Fax: 01865-226720
Website: http://www.dphpc.ox.ac.uk/bhfprg

Dear

As you know, your Year 6 pupils are due to visit the Lifeskills - Learning for Living programme at the Create Centre on «visit_date». I am writing to ask you to co-operate in the evaluation of the programme which is taking place this year. This evaluation is essential to the Lifeskills programme both to secure funding and to explore how well the Lifeskills programme is achieving its aims.

A small team of researchers from the University of Oxford and Oxford Brookes University is conducting the evaluation for Lifeskills. The team is approaching a number of schools that have booked to visit the programme during this school year. It is vital that as many schools as possible take part in the study so that a high quality evaluation can be conducted. I have enclosed an Overview of the Evaluation which sets out your involvement. If you agree to take part, your commitment will be:-

- Extending your visit to Lifeskills about 30 minutes to allow time for completion of the two tests – arriving at Lifeskills at **9.45am** and leaving at **12.15pm,** or afternoon visits arrive **12.45pm** and leave **3.15pm**
- Each child completes the same 15 minute questionnaire twice during the visit – once before going round Lifeskills at 9.45am, and again immediately afterwards at 12 noon (for afternoons at 12.45pm and again at 3pm)
- Providing class time access to the children (15 mins.) who visited Lifeskills about three months after their visit for completion of the original questionnaire

Information collected from your school will be stored confidentially and it will be impossible for individual children or your school to be identified in the results. The help provided by each school taking part in the evaluation will be acknowledged and schools will be kept informed of any resulting reports.

I do appreciate that by agreeing to take part you will have to make new arrangements with the coach company for pick-up and collection from Lifeskills, and that this may affect your lunchtime/ hometime arrangements also. We are also well aware of how busy you are in school at this time of year. However, by taking part we assure you that your school will be contributing to the further improvement of interactive safety education. Could I ask that you send back the Reply Form by **Wednesday 24th October**. You may also wish to use the enclosed parental information letter (depending on your school policy).

If you have any questions and would like further information, please contact either Anne Matthews (tel. 01865 226927) or Lifeskills (Tel. 0117 922 4511)

Yours sincerely,

Anne Matthews
On behalf of the Evaluation Team / Lifeskills Programme Management Team

ii) Overview of evaluation plans used in recruitment

UNIVERSITY OF OXFORD

DEPARTMENT OF PUBLIC HEALTH

British Heart Foundation Health Promotion Research Group
Institute of Health Sciences, Old Road, Headington, Oxford OX3 7LF
General Enquiries: 01865-227142; Fax: 01865-226720
Website: http://www.dphpc.ox.ac.uk/bhfprg

An overview of evaluation plans for Lifeskills – Learning for Living

The Lifeskills – Learning for Living programme aims to teach basic safety skills to Year 6 children by enabling them to experience and react to risky situations in a safe environment. The programme aims to:

- increase children's alertness to potential danger to themselves and to others
- provide knowledge about what to do in potentially dangerous situations
- increase their sense of responsibility to take action
- develop their practical coping skills and self confidence to use these skills to deal with hazards

The Lifeskills Programme has been very successful. The children seem to enjoy their visits and to have been interested in the safety messages. During the school year 2001-2, the Lifeskills programme will be subject to a formal evaluation funded by the Department of Health and the Health and Safety Executive.

As part of the evaluation, children who are due to attend the Lifeskills programme will be asked to complete a questionnaire about risk and safety on two dates about 3 months apart, before their booked Lifeskills visit. The questionnaire takes about 12 minutes to complete (plus 3 minutes introduction/ conclusion time). A sample of the kinds of questions (format and content) which will be asked is shown in appendix i.

For schools involved in this part of the evaluation, each child will be asked to complete the same 15 minute questionnaire on three different occasions:

Time 1 at school at least 3 months before the scheduled Lifeskills visit
Time 2 at school about 2 hours after Time 1

This will therefore involve two 15 minute sessions during either a morning or afternoon (or across a lunch hour if that is more convenient ie late morning and early afternoon)

Time 3 at school about 3 months after Times 1 and 2 but **before** the booked Lifeskills visit

One of the Evaluation Team researchers will come to the school on both dates to oversee the completion of the questionnaires. The dates will be arranged once the school has agreed to take part, at times convenient to the school.

Questionnaire responses will be confidential and it will be impossible for any individual child to be identified by those outside the research team. Similarly, individual schools will not be identifiable in the results, although the help of each school taking part in the evaluation will be acknowledged in any reports.

iii) A proforma for the parents of Year 6 pupils

UNIVERSITY OF OXFORD

DEPARTMENT OF PUBLIC HEALTH

British Heart Foundation Health Promotion Research Group
Institute of Health Sciences, Old Road, Headington, Oxford OX3 7LF
General Enquiries: 01865-227142; Fax: 01865-226720
Website: http://www.dphpc.ox.ac.uk/bhfprg

Dear Parents,

Your child's class is planning a visit to the Lifeskills – Learning for Living programme at the Create Centre in Bristol. This programme aims to teach basic safety skills to Year 6 children by enabling them to experience and react to risky situations in a safe environment.

During the school year 2001-2, the Lifeskills programme will be subject to a formal evaluation funded by the Department of Health and the Health and Safety Executive. Children who attend the programme during the year are being invited to be included in this evaluation, and our school has agreed to take part.

Each child will be asked to complete a short pictorial questionnaire about risk and safety on three occasions:

Time 1	at the Create Centre just before the children take part in the Lifeskills programme
Time 2	directly after they have experienced the programme while they are still at the Create Centre.
Time 3	at school about 3 months after the children return from their visit to the Create Centre.

Your child's questionnaire responses will be entirely confidential to the research team and will not be related to any school assessments. It will be impossible for any individual child to be identified by those outside the research team. Similarly, individual schools will not be identifiable in the results, although the help of each school taking part in the evaluation will be acknowledged in any reports.

We are very much hoping that your child will be part of this study as we recognise that the more children take part the higher the quality of evaluation. If you do not want your child to take part or want to find out more, do get in touch as soon as possible.

APPENDIX 10 KNOWLEDGE AT TIME 1 PAPER AND PENCIL TEST

Time 1 comparisons were made for each of the 10 knowledge tests, as measured by the perfect performance index, for the year 6 children in a) the Part 1 paper and pencil test groups, b) the Part 2 on-site observational test groups, and c) the Part 2 off-site observational test groups. There were therefore 30 analyses of knowledge at Time1. In no case did Lifeskills children do better than Control children. In 28 out of the 30 tests, the children's scores were indistinguishable for both groups. In 2 cases the Control group children scores were somewhat better than the Lifeskills children's scores.

	Knowledge at Time 1 ***% of children achieving a perfect score***								
	Amongst children tested by paper and pencil test at Times 1,2 & 3			Amongst children tested by paper and pencil test at Times 1 & 2, and by observational test at Time 3					
				On-site			Off-site		
	C	L	$\chi 2$	C	L	$\chi 2$	C	L	$\chi 2$
N	121	376		48	72		46	148	
Gas (what to do)	6%	8%	NS	7%	2%	NS	7%	6%	NS
Gas (what not to do)	24%	17%	NS	17%	11%	NS	20%	20%	NS
Fire	13%	10%	NS	13%	6%	NS	7%	8%	NS
Bedroom	0%	1%	NS	2%	1%	NS	0%	1%	NS
Kitchen	25%	22%	NS	44%	13%	15.00	28%	21%	NS
Recovery	50%	50%	NS	54%	59%	NS	24%	37%	NS
Car stopping distance	27%	25%	NS	33%	17%	4.30	28%	26%	NS
Seat belts	50%	55%	NS	63%	50%	NS	60%	61%	NS
Pedestrian visibility	22%	28%	NS	17%	24%	NS	15%	20%	NS
Drugs	6%	8%	NS	3%	10%	NS	7%	6%	NS

Key
L Lifeskills group
C Control group
$\chi 2$ Series of $\chi 2$ analyses

Shading indicates a statistically significant difference between Lifeskills and Control groups in their Knowledge at Time 1

Time 1 comparisons were made for each of the 10 knowledge tests, as measured by the score index, for the year 6 children in a) the Part 1 paper and pencil test groups, b) the Part 2 on-site observational test groups, and c) the Part 2 off-site observational test groups. There were therefore 30 analyses of knowledge at Time1. In no case did Lifeskills children do better than Control children. In 27 out of the 30 tests, the children's scores were indistinguishable for both groups. In 3 cases the Control group children scores were somewhat better than the Lifeskills children's scores.

	Knowledge at Time 1 scores								
	Amongst children tested by paper and pencil test at Times 1,2 & 3			Amongst children tested by paper and pencil test at Times 1 & 2, and by observational test at Time 3					
				On-site			Off-site		
	C	L	F	C	L	F	C	L	F
N	121	376		48	72		46	148	
Gas (score out of 5)	2.23	2.13	NS	2.24	2.11	NS	2.18	2.25	NS
Fire (score out of 8)	4.59	4.27	NS	4.33	4.15	NS	4.33	4.29	NS
Bedroom (score out of 7)	4.08	4.08	NS	4.66	3.96	8.51	4.17	4.04	NS
Kitchen (score out of 7)	5.44	5.09	NS	5.92	4.68	22.84	5.50	5.03	NS
Recovery									
Car stopping distance (score out of 75)	65.04	62.90	NS	68.15	63.34	4.93	63.49	65.74	NS
Seat belts									
Pedestrian visibility									
Drugs (score out of 8)	5.25	5.46	NS	5.28	5.10	NS	5.10	5.18	NS

Shading indicates a statistically significant difference between Lifeskills and Control groups in their Knowledge at Time 1
There are empty rows where parametric comparison of scores cannot be made.

APPENDIX 11 KNOWLEDGE AT TIME 1, 2 & 3, PAPER AND PENCIL TEST

The following tables give details of the children's knowledge at Time 1, Time 2 and Time 3 for the 121 Lifeskills children and the 376 Control children who were tested only on the paper and pencil test in Year 6, 2000/02, in Part 1 of the evaluation. .

The data are presented according to the mean score, and according to the % of children achieving a perfect performance.

The knowledge data for the 298 Lifeskills children and 199 Control children tested in their school year 7 are also presented. It forms the extension to Part 1 of the evaluation.

GAS

Knowledge about home safety / gas safety (score / 5) at Times 1, 2 & 3
Part 1 of evaluation

	Control			***Lifeskills***		
	Sc	%		Sc	%	
	X (sd)	Do ✓	Don't x	X (sd)	Do ✓	Don't X
Time 1	2.23 (1.06)	6%	24%	2.13 (1.07)	8%	17%
Time 2	2.16 (1.15)	4%	21%	4.12 (0.90)	57%	64%
Time 3	2.17 (0.95)	2%	25%	3.22 (1.14)	21%	52%
Year 7	2.27 (1.07)	5%	22%	2.70 (1.01)	10%	33%

Key
Sc Knowledge about gas safety, score / 5,
X Mean score (standard error of Mean score)
%✓ % achieving a perfect score (3/3) on gas safety knowledge, what to do
%X % achieving a perfect score (2/2) on gas safety knowledge, what not to do

FIRE

Knowledge about fire safety (score / 8) at Times 1, 2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
	X (sd)		X (sd)	
Time 1	4.59 (1.85)	13%	4.27 (1.79)	10%
Time 2	5.03 (1.98)	21%	6.29 (1.82)	47%
Time 3	5.26 (1.81)	21%	6.24 (1.80)	44%
Year 7	4.88 (1.83)	16%	5.36 (1.83)	24%

Key
Sc Knowledge about fire safety, score / 8,
4 items: I point if item included, additional point if that item in correct order
X Mean score (standard deviation of Mean score)
% % children achieving a perfect score (8/8) on fire safety knowledge

BEDROOM

Knowledge about fire safety / bedroom (score / 7) at Times 1, 2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
	X (sd)		X (sd)	
Time 1	4.08 (1.22)	0%	4.08 (1.16)	1%
Time 2	4.50 (1.14)	1%	5.02 (1.19)	11%
Time 3	4.72 (1.12)	3%	5.09 (1.25)	15%
Year 7	4.35 (1.20)	3%	4.57 (1.28)	4%

Key
Sc Knowledge about home safety, score / 7,
X Mean score (standard deviation of Mean score)
% % children achieving a perfect score (7/7) on home safety knowledge

KITCHEN

Knowledge about home safety / kitchen (score / 7) at Times 1, 2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
	X (sd)		X (sd)	
Time 1	5.44 (1.34)	25%	5.09 (1.53)	22%
Time 2	5.83 (1.18)	35%	6.30 (0.93)	52%
Time 3	6.07 (1.12)	45%	6.54 (0.75)	67%
Year 7	5.65 (1.32)	33%	6.27 (0.99)	55%

Key
Sc Knowledge about home safety, score / 7,
X Mean score (standard deviation of Mean score)
% % children achieving a perfect score (7/7) on home safety kitchen knowledge

RECOVERY POSITION

Knowledge about first aid / recovery position at Times 1,2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
	X (sd)		X (sd)	
Time 1	N/a	50%	N/a	50%
Time 2	N/a	58%	N/a	95%
Time 3	N/a	59%	N/a	94%
Year 7	N/a	69%	N/a	75%

Key
Sc No scale score as knowledge either right or wrong.
% % children achieving right answer

CAR STOPPING DISTANCE

Knowledge about road safety / car stopping distance (score in ft.) at Times 1, 2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
	X (sd)		X (sd)	
Time 1	65.04 (11.14)	27%	62.90 (13.77)	25%
Time 2	63.32 (13.42)	24%	74.20 (5.99)	94%
Time 3	66.69 (9.04)	23%	74.32 (2.39)	89%
Year 7	69.50 (7.16)	36%	71.76 (8.93)	69%

Key
Sc Knowledge about road safety / car stopping distance, score in ft.
X Mean score (standard error of Mean score)
% % children achieving a perfect score on car stopping distance

SEAT BELTS

Knowledge about road safety / seatbelts at Times 1, 2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
	X (sd)		X (sd)	
Time 1	N/a	50%	N/a	55%
Time 2	N/a	55%	N/a	67%
Time 3	N/a	50%	N/a	60%
Year 7	N/a	50%	N/a	57%

Key
Sc No scale score as knowledge either right or wrong.
% % children achieving right answer

PEDESTRIAN VISIBILITY

Knowledge about road safety / pedestrian visibility at Times 1, 2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
			X (sd)	
Time 1	N/a	22%	N/a	28%
Time 2	N/a	28%	N/a	33%
Time 3	N/a	30%	N/a	35%
Year 7	N/a	25%	N/a	31%

Key
Sc No scale score as knowledge either right or wrong.
% % children achieving right answer

DRUGS

Knowledge about drugs (score / 8) at Times 1, 2 & 3
Part 1 of evaluation

	Control		***Lifeskills***	
	Sc	%	Sc	%
	X (sd)		X (sd)	
Time 1	5.25 (1.56)	4%	5.46 (1.75)	8%
Time 2	5.44 (1.64)	6%	7.03 (1.32)	47%
Time 3	5.49 (1.08)	6%	6.78 (1.57)	44%
Year 7	6.59 (1.37)	29%	6.10 (1.71)	19%

Key
Sc Knowledge about drug, score / 8.
% % children achieving perfect score (8/8)

APPENDIX 12: LEARNING IN DIFFERENT SAFETY AREAS

WATER SAFETY

Table i: Performance - Water safety, % children, action by action

	Performance	***On-site***		***Off-site***	
		Control	Lifeskills	Control	Lifeskills
	Action	N 48	72	46	148
*	Throws in floating object	23%	56%	22%	69%
*	Seeks help	23%	32%	57%	49%
*	Lies/kneels down and reaches out with a suitable object	6%	18%	2%	24%
*	Calls to reassure person in water	9%	6%	7%	11%
	Wraps person up to keep them warm/dry	11%	15%	28%	36%
	Looks for lifebuoy	6%	6%	N/A	N/A
**	Do not go in water (Stricter measure)	79%	79%	50% (21%)	76% (71%)
**	Do not reach out standing up (Stricter measure)	9%	25%	2% (0%)	36% (19%)
**	Do not go into someone's house	0%	13%	0%	12%
	Do not just leave them	13%	8%	41%	12%
X	Goes into water	20%	3%	70%	5%
X	Reaches out while standing up	55%	72%	35%	68%

Key: * used for 4-item scale of what to do; ** used for 3-item scale of what not to do; wrong actions;
Strict measure - no contradiction between *do* and *do not* items

HOME AND FIRE SAFETY

Gas safety

Table ii: Performance - Gas safety, % children, action by action

	Performance	***On-site***		***Off-site***	
		Control	Lifeskills	Control	Lifeskills
	Action	N 48	72	46	148
*	Opens window/door	27%	49%	35%	56%
*	Mentions switching gas off at mains	17%	40%	24%	52%
*	Phones using house landline	27%	78%	35%	68%
	Investigates stove/boiler	19%	11%	22%	18%
	Phones from outside house (mobile/public)	19%	1%	24%	11%
	Leaves house	46%	32%	44%	46%
**	Do not switch appliances in house on/off (Stricter measure)	35%	43%	65% (54%)	66% (56%)
**	Do not phone using mobile in house	0%	29%	4%	29%
	Do not phone using house landline	4%	3%	4%	7%
	Do not phone in house	6%	6%	7%	8%
	Do not have a naked flame	44%	39%	28%	24%
	Do not open window/door	2%	4%	11%	5%
X	Phones using mobile in house	8%	10%	13%	12%
X	Switches appliances in house on/off	19%	10%	13%	17%

Key: * used for 3-item scale of what to do; ** used for 2-item scale of what not to do;
X dangerous wrong actions;
Stricter measure - no contradiction between *do* and *do not* items

Table iii: Performance - Gas safety, further analysis of use of telephone

	On-site		***Off-site***	
	Control	Lifeskills	Control	Lifeskills
N	48	72	46	148
Phone used	54%	89%	71%	90%
Transco	37%	52%	14%	73%
999	15%	15%	48%	14%
Other/unsure	2%	22%	9%	3%
Phone not used	46%	11%	29%	10%

Table iv: Knowledge at Time 3 - Gas safety, % children

	Knowledge (Time 3)	***Control***	***Lifeskills***
	N	121	376
	Action		
*	B turn off gas	53%	76%
*	G open window	61%	75%
*	F use house phone	7%	31%
X	A use mobile in house	16%	6%
	C go to pay phone	73%	54%
X	D switch off light	21%	15%
	E leave house	71%	43%
*	D never switch off light	51%	71%
*	A never use mobile in house	45%	69%
	F never use house phone	61%	46%
	C never go to pay phone	12%	8%
	B never turn off gas	38%	16%
	G never open window	22%	10%
	E never leave house	17%	20%

Key * used for 5 item scale
X dangerous wrong actions

Fire safety

Table v: Performance - Fire safety, % of children, action by action

	Performance	***On-site***						***Off-site***					
		Control			Lifeskills			Control			Lifeskills		
	Action	N 48			72			46			148		
		Did not do	Did (but in wrong order)	Did in right order	Did not do	Did (but in wrong order)	Did in right order	Did not do	Did (but in wrong order)	Did in right order	Did not do	Did (but in wrong order)	Did in right order
*	Shuts door to fire	33%	23%	44%	8%	4%	88%	50%	24%	26%	10%	10%	80%
*	Shouts "fire"	92%	2%	6%	84%	6%	10%	89%	4%	7%	82%	2%	16%
	Gets down low	98%		2%	50%		50%	96%		4%	47%		53%
*	Leaves house	20%	40%	40%	14%	31%	56%	65%	13%	22%	30%	14%	55%
*	Picks up phone	10%	79%	11%	4%	56%	40%	17%	72%	11%	3%	60%	37%
		Did			Did			Did			Did		
X	Enters room with fire	25%			1%			48%			7%		
X	Fights fire	N/a			N/a			35%			7%		

Key * used for 8-point scale of what to do (for each of 4 items, score of 1 if item done, and 2 if done in right order)
□ Not assigned an order
X wrong actions
fights fire (only off-site)

Table vi: Performance - Fire safety, further analysis of use of telephone

	On-site		***Off-site***	
	Control	Lifeskills	Control	Lifeskills
N	48	72	46	148
Phone used	90%	96%	83%	97%
- not used	10%	4%	17%	3%
Used outside phone	38%	69%	11%	37%
Dialled 999	85%	85%	80%	94%
Requested fire service	85%	89%	83%	94%
Gave phone number	23%	57%	54%	76%
Gave location	19%	49%	37%	46%

Table vii: Knowledge at Time 3 - Fire safety, % of children

	Knowledge (Time 3)	***Control***			***Lifeskills***		
	N	121			376		
	Picture	Did not do	Did (but in wrong order)	Did in right order	Did not do	Did (but in wrong order)	Did in right order
*	H slams door	9%	15%	76%	5%	13%	82%
*	F shouts "Fire"	43%	32%	25%	18%	28%	54%
*	A leaves house	8%	43%	49%	7%	33%	60%
*	D phones outside house	12%	38%	50%	10%	23%	67%
X	G phones in house	85%	15%		91%	9%	
X	B phones in house near fire	97%	3%		98%	2%	
X	C collects dog in house	63%	37%		80%	20%	
X	E leaves house plus things	90%	10%		96%	4%	

Key

* used for 8-point scale of what to do (for each of 4 items, score of 1 if item done, and 2 if done in right order)

□ Not assigned an order

Bedroom safety

Table viii: Knowledge at Time 3 - Bedroom safety, % children noticing item

Item	*Control*	*Lifeskills*
N	121	376
Plug/flex hazards	96%	97%
Lamp	65%	63%
Matches	47%	55%
Electric blanket switch	63%	62%
Cigarette	95%	91%
Fire	95%	91%
Flowers on TV	11%	50%

Kitchen safety

Table ix: Performance - Kitchen safety, % children, action by action

	Performance	***On-site***								***Off-site***							
		Control				Lifeskills				Control				Lifeskills			
	N	48				72				46				148			
	Action	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
	Clothes on ironing board	79	13	8	0	68	1	28	3	63	4	24	9	45	7	34	14
	Iron	13	4	52	31	7	3	67	23	9	0	49	42	4	4	47	45
	Cup	10	2	42	46	0	1	46	53	4	7	26	63	4	1	24	71
	Pills	0	0	29	71	1	0	31	68	2	0	26	72	1	11	15	73
	Kettle	4	4	40	52	1	0	53	46	2	0	28	70	0	1	24	74
	Chip pan	10	0	54	35	6	1	69	24	9	2	63	26	10	2	57	31
	Bleach	0	0	98	2	1	0	99	0	2	0	96	2	3	0	91	6
	Knife	0	0	17	83	0	0	11	99	4	0	13	83	3	0	3	94

Key: 0 Did not notice hazard; 1 Notices hazard; 2 Partial success in rectifying hazard; 3 Full success in rectifying hazard

Table x: Knowledge at Time 3 - Kitchen safety, % children noticing item

Knowledge	***Control***	***Lifeskills***
N	121	376
Item		
Iron	92%	96%
Mug	90%	92%
Kettle	69%	85%
Bleach	77%	92%
Broken glass	100%	100%
Pills	93%	98%
Jagged can lid	91%	88%
Chip pan	88%	95%
Knife	98%	97%

Recovery position

Table xi: Performance - Recovery position, % of children achieving each component of recovery position

Performance	***On-site***		***Off-site***	
Position of 'body' at end of manoeuvre	Control	Lifeskills	Control	Lifeskills
N	48	72	46	148
On side	46%	74%	52%	77%
Knee raised	0%	7%	2%	2%
Shoulder over	15%	25%	7%	32%
Spine aligned	65%	81%	74%	74%
Jaw checked	8%	21%	2%	13%

Table xii: Knowledge at Time 3 - Recovery position, % children selecting each picture

	Controls	***Lifeskills***
N	121	376
Position C – correct recovery position	55%	93%
Position B – legs and torso correct, head and arms not	8%	4%
Position A – on back, head supported	33%	4%
Position D – on back, feet supported	3%	0%

ROAD SAFETY

Car stopping distance

Table xiii: Performance: Car stopping distance

Performance	***On-site***		***Off-site***	
% at each stopping distance	Control	Lifeskills	Control	Lifeskills
N	48	72	46	148
59' and under	94%	21%	98%	48%
60 – 64'	6%	12%	0%	6%
65 – 69'	0%	12%	0%	5%
70 – 74'	0%	17%	0%	7%
75'	0%	38%	2%	34%

Table xiv: Knowledge at Time 3: Car stopping distance

Performance	***Control***	***Lifeskills***
N	121	376
% at each stopping distance		
59' and under	19%	1%
60 – 64'	12%	1%
65 – 69'	26%	3%
70 – 74'	20%	6%
75'	23%	89%

Seat belts

Table xv: Knowledge at Time 3 - Seat belts, % children selecting each picture

	Controls	***Lifeskills***
N	121	376
Picture 5 – one person, one belt	94%	95%
Picture 2 – one belt shared by 2 passengers in back	37%	28%
Picture 3 – one belt shared by 2 passengers in front	33%	24%
Picture 4 – one passenger without belt behind rear seat	1%	3%
Picture 1 – one passenger without belt in rear seat	1%	1%

Pedestrian visibility

Table xvi: Knowledge at Time 3 – Pedestrian visibility, % children selecting each picture

	Controls	***Lifeskills***
N	121	376
Picture 3 – fading light	30%	39%
Picture 4 – partially dark	78%	71%
Picture 5 – completely dark	99%	98%

DRUGS SAFETY

Table xvii: Knowledge at Time 3 - Drugs, % children classifying item correctly

Item	*Control*	*Lifeskills*
N	121	376
Alcohol*	50%	78%
Cigarettes	70%	86%
Coffee*	18%	69%
Cannabis	86%	90%
Ecstasy	64%	80%
Heroin	91%	91%
Paracetamol	88%	91%
Ventolin inhaler	75%	86%

* most common incorrect answer “not drug”

APPENDIX 13 KNOWLEDGE IN YEAR 7, SCHOOL COMPARISON

Table showing Knowledge in Year 7, for 4 schools and for 3 schools, Lifeskills/Control comparison, scores on each scenario

		Control children		***Lifeskills children***		***Statistical comparison of Control & Lifeskills children***	
N		199		298			
	Score out of	Mean score	sd	Mean score	sd	F	P
GAS							
Data for 4 schools	5	2.27	1.07	2.70	1.01	20.78	***
Data for 3 schools		2.24	1.09	2.72	1.01	10.76	***
FIRE							
Data for 4 schools	8	4.88	1.83	5.36	1.83	8.00	**
Data for 3 schools		4.58	1.88	5.25	1.79	6.50	**
BEDROOM							
Data for 4 schools	7	4.35	1.20	4.57	1.28	3.87	NS
Data for 3 schools		4.31	1.21	4.58	1.29	2.31	NS
KITCHEN							
Data for 4 schools	7	5.65	1.32	6.27	0.99	35.24	***
Data for 3 schools		5.69	1.37	6.29	0.98	15.43	***
ROAD DISTANCE							
Data for 4 schools	75	69.50	7.16	71.76	8.93	9.27	***
Data for 3 schools		68.00	7.88	71.63	9.22	7.91	**
DRUGS							
Data for 4 schools	8	6.59	1.37	6.10	1.71	11.78	***
DRUGS							
Data for 3 schools	8	5.79	1.54	6.00	1.74	0.57	NS

Series of univariate analyses of variance, df 1/495 (4 schools) and df 1/ 333 (3 schools)
Gas what to do and what not to do sum to a single score
Shading signifies a statistically significant difference between Control and Lifeskills groups.
**p < 0.01 ***p < 0.001

APPENDIX 14: KNOWLEDGE AND CONFIDENCE SCORES

Table i: Relation between confidence (category) and knowledge (score) tested in a series of one-way analyses of variance

	Year 6				***Year 7***			
	Control		Lifeskills		Control		Lifeskills	
	not confident	confident	not confident	confident	not confident	confident	not confident	confident
FIRE N	90	31	211	164	144	52	175	119
Average	5.28	5.23	6.22	6.27	4.86	4.94	5.36	5.38
Sd	1.74	2.04	1.82	1.77	1.82	1.89	1.92	1.68
F	0.02		0.07		0.08		0.01	
P	NS		NS		NS		NS	
GAS N	102	19	238	138	175	23	218	79
Average	2.15	2.32	3.09	3.46	2.26	2.30	2.66	2.81
Sd	0.93	1.06	1.19	1.00	1.07	1.11	1.02	0.99
F	0.51		9.36		0.03		1.34	
P	NS		***		NS		NS	

Shading signifies a statistically significant difference in knowledge between the very confident children and the less confident children in the Control and Lifeskills groups.
**p < 0.01 ***p < 0.001

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