1. Background
2. Overview/Snapshot of Phase I Learnings
3. Reminder of Phase II Methodology
4. Key Contextual Learnings from Phase II
5. Response to the Revised Concepts
6. Brief Reactions to Hedgehogs
7. Conclusions and Development Pointers Moving Forward
Background
Background to the Research

• Children aged 6-11 are a vital consideration when devising strategies to reduce KSI’s on the UK’s roads

• Road safety communications are an extremely valuable part of this strategy, helping to reinforce best practice

• The current ‘Hedgehogs’ creative vehicle has been hugely successful, contributing to nearly a 40% reduction in KSI’s since 1997

• However, questions have been raised about the continued success of this mechanic given the evolving cultural landscape (particularly ‘kids getting older younger’) and certain strategic considerations

• Moving forward, the DfT has decided to take a fresh look at the worlds’ and road safety behaviours’ of 6-11 yr olds to evolve messaging as relevant…
Main objective is to uncover a fresh strategic platform for communications activity in 2008
- To drive good road safety behaviours amongst 6-11 yr olds
- That is culturally relevant and endorsed by parents

Specific objectives are to explore:-
1. A range of strategic concepts that could act as an overarching territory to communicate all road safety messages to kids 6-11
   - Comprehension, credibility, relevance and utility
   - Resonance across different age groups
   - Considering how kids grow and develop
Research Objectives

• Specific objectives are to explore (cont.)…

2. The cultural context of 6-11 yr olds in some detail to understand the most engaging medium moving forwards
   – Specific appeal of the characters to children aged 6-11
   – Place of Hedgehog characters within this – both in terms of kids public information campaigns and wider entertainment
   – Potential for adapting the existing characters
   – Potential for using other types of characters
All fieldwork and analysis was carried out by **Susan Jones**, **Andy Bloor** and **Elle Atton** of Firefish Ltd.

**Fieldwork dates:**

- Phase 1 was carried out between 11th & 13th February 2008
- Phase 2 was carried out between 25th & 27th February 2008
- Debrief date: 10th March 2008
Snapshot of Phase One Findings
Phase 1 Methodology

- 8 x Paired Depth Interviews with children (recruited in friendship pairs)
- Workbook Pre-Task for each respondent

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## Phase 1 Methodology

- **4 x Mini-Groups with Parents**

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- All groups to be an even mix of genders
- And supportive of government campaigns on road safety
Phase 1 Methodology

As Phase One findings have already been shared in some detail, and given the degree to which the creative ideas have moved on since the first Phase, we do not seek to repeat all Phase One learnings here. Rather we aim to give a focussed snapshot of key contextual learnings from the first stage which further enhance our understanding of the ultimate outcomes of the project.
The Children’s Worlds

It became very evident across the course of our series of interviews, that the 6 to 11 age bracket encompasses a vast leap in development. However, across all of our age breaks, the children appear to surround themselves with some relatively sophisticated/mature media influences...
Media Influences

The media worlds of most of our target revealed some consistent trends across the age breaks.

**ASPIRATION**

- Across the target, even for the youngest, tastes are increasingly mature.
- Fav shows tend to feature older teenagers or adults.
- More targeted ‘children’s’ entertainment still features, but may no longer be the centre of their media world.

**REALITY**

- Across the board, the most talked about shows, films, characters would tend to be real-life characters. - esp. from 7yrs onwards
- Cartoons are still watched, particularly by younger, but appear to enjoy less currency.

‘I prefer to watch more grown up people; I don’t feel like a little kid anymore.’ (6-7 F)  
‘I still enjoy cartoons, but I do find myself watching more real programmes.’ (9-10 M)
Increasing number of our young target appeared to be engaging more strongly with more ‘active’ forms of entertainment. Indeed much of our target stated that they preferred the computer to the TV. A real sense emerges that they appreciate the increased activity and personal control.
Real Life vs Fantasy

Despite their increasingly sophisticated and mature ‘fantasy’ lives, much of our target are leading a more sheltered existence than ever before.

THE IMPACT OF PERCEPTUALLY DANGEROUS WORLD...

- Less permission to stray far from the family home.
- Less personal control/awareness developed when it comes to the outside world.
- Few allowed to walk to school alone. - Most being driven, or accompanied by parents.

Parental fear appears to have left much of the target shielded from many of life’s realities. As such, much of the target appear less able to judge and deal with certain real life situations

-Road safety can fall victim to this new development –

‘When I was little we walked all over the place and learnt how to master the roads’
‘You daren’t let your kids out to play anymore’ (Parents)
In line with our contextual learnings in Phase One, when it comes to road safety, the majority of our target were well versed in much of the ‘theory’ of the road.

Much of the target are able to play back the rules of the road, however, when probed on HOW and WHEN to apply these rules, answers can become confused and contradictory.

With less real life practice on the roads, the target appear to struggle in the REALITY and APPLICATION of road safety. This gap in their knowledge was also keenly felt across the parents target.

‘I’m pretty sure he’d know to ‘think’ because school have taught him that, but I’m not 100% he’d be safe as now you go everywhere in the car’ (Parents)
As clearly established at Phase One, road safety messages clearly need to function on two levels...

RATIONAL

• WHAT ARE THE ‘RULES’
• HOW DO THEY CROSS SAFELY?
• WHAT DO THEY HAVE TO REMEMBER?

EMOTIONAL

• MAKING THE RULES ‘MEAN’ MORE
• LIVING THE MESSAGE
• RETAINING ‘IMPACT’
• APPLYING WHAT HAS BEEN LEARNED

For all spoken to thus far (parents and children alike), this would appear to represent the greatest challenge

‘It’s a bit boring as it has been told to you so many times – it’s like when you listen to a song you like so much too many times that you don’t like it anymore’ (9-10 M)
In the calm remove of our in-home interviews, all of our children were able to play back the basic rules of road safety.

**PRIMARY SPONTANEOUS RESPONSES**

- Look both ways
- Listen for traffic
- Wait til there is nothing coming

And also for some…

- Find a safe place
- Wear bright clothing

Our parents also appear confident that the basic messages have been understood. **However**…
The biggest challenge for parents across the board is impressing on their children the importance of APPLYING the rules at all times.

**BARRIERS TO MORE CONSISTENT SAFE BEHAVIOUR**

**LACK OF CONCENTRATION**
- Kids often distracted/excitable/giddy when out on the road

Real tangible desire to inject impact into the STOP part of the message

**LACK OF FEAR**
- Often crossing with guardian
- Less general road experience

Little sense of the implications of not applying the rules

**LACK OF EMOTIONAL ENGAGEMENT**
- Road safety message for some has become rather dry, repetitive, and academic.

Desire for more creative messaging channels

‘The schools tip out and they just rush across the road, busy talking without thinking. They’re a bit more conscious when they’re on their own’ (Parents)
Across the first phase sample, a set of clear and consistent priorities for the road safety message are voiced.

**Underline the STOP message**

**Inject a real need to CONCENTRATE**

**Invest EMOTIONAL ENGAGEMENT and IMPACT into simple and familiar message**

**Inject ASPIRATION and RELEVANCE to the older target**

**Introduce greater sense of MEANING and IMPLICATION into the communication**

**Careful introduction to the PERILS of the road (esp. for older)**

**Need and desire for the children’s own perspective**

**Serious priority for the parents**
Stage One Concepts

A number of first draft creative concepts were shown to the parents of our Phase One sample, and also to a small number of our children. Learnings gained here proved useful in the development of the Phase Two stimulus. HOWEVER, the creative ideas moved on significantly from Phase One to Phase Two, and thus we will not dwell on the detail of feedback to Phase One concepts but rather will focus our attentions on the revised, final ideas...

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Reminder of Phase II Methodology
## Phase 2 Methodology

- **8 x 2 hr Mini Groups with children**
  (each with 6 people who were recruited in friendship pairs)

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Phase 2 Methodology

• 2 x Mini-Groups with Teachers (each with 6 people)

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All to be supportive of government campaigns on road safety
Key Contextual Learnings from Phase II
Phase Two of the research encompassed a far more comprehensive study of the children themselves and their own attitudes to the road. Contextual learnings about road safety and attitudes were very consistent with what we found in Phase One, however this time around we were able to understand the finer details of how understanding varies by age, gender and experience.
In line with what was discovered at the first stage of research, consistently across the age breaks, three primary barriers to greater road safety continue to emerge.

- **ABSENCE OF ‘STOP’ FROM THE RECALLED ROAD MESSAGES**
- **LACK OF REAL EXPERIENCE AND THUS A STRUGGLE TO ‘APPLY’ LEARNED RULES**
- **LACK OF FEAR, EMPATHY, AND REALISATION OF WHAT CAN REALLY HAPPEN WHEN RULES ARE NOT APPLIED**
All of our age groups again showed good recall of most of the basic road rules. However more often than not, ‘stop’ is conspicuous in its absence.

Lack of awareness of the crucial importance of this part of the message is underlined by the children’s own behaviours, attitudes, and sources of confusion/difficulty.
Perceived Danger Zone

When asked where they felt they needed to start being careful/applying the rules, the answers for much of the target proved to be quite an eye-opener.

- WHERE MANY STATE THEY WILL START TO FEEL VULNERABLE.
- WHERE THEY STATE THEY WOULD START TO APPLY THE RULES
• ‘You look left and right… listen for the cars… Looking left and right is the most important… (and NO mention of STOP)’ (6-7, F)

• ‘I don’t always do these things as I’ve never had the experience of a car hitting me so I don’t know what it’s like’ (9-10, M)

• ‘I think it’s more dangerous in the middle of the road as a car could just come rushing down…’ (8-9, F)
Application Of The Rules

As clearly established, although well versed in much of road theory, the target can struggle with the road’s realities.

REMINDER OF PRIMARY BARRIERS:

- LACK OF CONCENTRATION - Esp. if playing, or with friends
- LACK OF PRACTICE/EXPERIENCE - Often the best way to inject meaning into the rules - Examples such as Crucial Crew prove popular + effective
- LACK OF FEAR/PERSONAL RISK - Can dilute motivation/attention

This need is consistently voiced across parents and teachers, and is clearly in evidence with the children themselves. The need applies to all ages, however the approach to risk can vary by gender and by age…
The Feedback

- ‘If I’m in a rush for something I can’t look. I just go across - I don’t listen or anything, as I’m late and I can’t afford to do it’ (9-10 M)

- ‘Sometimes we forget – when we are really excited it might slip out of our minds, like if it’s our birthday’ (6-7 F)

- ‘If you tried to stop a friend who dashed across the road, they might say... ‘why are you stopping me, it’s never going to happen’.” (10-11, M)
Although all of the sample suffer the aforementioned issues, the problems appear far more acute with the male sample.

OVERARCHING ATTITUDES

GIRLS
*Tend to be more…*
- FEARFUL
- CAUTIOUS
- SENSIBLE
- RATIONAL

BOYS
*Tend to be more…*
- CAREFREE
- FEARLESS
- BORED
- UNDER PEER PRESSURE

A problem which increases as the target get older
• ‘Last year we got a Gameboy for Christmas and we were looking at it before we crossed so I put it away because I knew it would stop me concentrating’ (9-10, F)

• ‘When I’m crossing alone I sometimes think ‘I shouldn’t have done that’ as I don’t always look properly and I know I’m not taking much care’ (9-10, M)

• ‘Some of the time I can’t bothered to keep a look out, for example when you are have your friends nagging on that you’ve ‘got to do that or this’ or they won’t be your friends anymore’ (9-10 M)
Across the sample this time, the target claimed to have frequently witnessed bad road behaviour from their older role models.

NEGATIVE INFLUENCES

- Older children listening to iPods, chatting on phones whilst crossing
- Teenagers playing ‘chicken’ with the traffic
- Drivers using mobiles/ failing to concentrate on the road

Although our children all aspire to being more grown-up, when it comes to road safety, their elders are proving to be a dangerous point of reference.

DOES THIS SPELL A GREATER RISK IN DIRECTLY COMMUNICATING A LINK BETWEEN ROAD SAFETY BEHAVIOUR AND ‘ACTING LIKE A GROWN UP’?
• ‘Teenagers don’t really think about it (the road) and don’t care, they think it’s uncool to care. At our age we think it’s important, but when you’re older you think you can get away with stuff’ (9-10 F)

• ‘They don’t look (the older kids), showing off to friends and stuff, doing cart wheels in the middle of the road’ (8-9 M)

• ‘Drivers are too busy driving. Once my dad was driving and someone was not looking and went straight past a crossing and did not stop’ (7-8 F)
Age and the Appreciation of Risk

N.b. Can be shocked back by negative experiences (horror stories/events) OR very difficult/busy roads.
Recalled with lots of energy and in much detail by children (and parents) in Manchester. Clearly an engaging and impactful learning mechanic.

Attend workshops (in school time) hosted by professional safety officers

Road safety one of a number of safety behaviours considered

Presented with dangerous scenarios/ situations

Have to investigate and problem solve using role play

‘It was really good. There was this car and a dummy in clothes and we had to investigate all the things that could have happened to him. He had a mobile next to his hand, was all dressed in black and was listening to an ipod’ (10-11 M)
Learning is ‘real’, multi-dimensional and born out of the consequences, which provides vivid and actionable knowledge to enhance road safety behaviour.

**ITS EXCITING...**
- FUN EXPLORATION
- INTERACTIVE
- VARIED TASKS

**ITS REALISTIC...**
- ‘FIRST HAND’ EXPERIENCE
- SAFETY OFFICERS
- POTENTIAL IMPACT

**ITS ACTIVE LEARNING...**
- PROBLEM SOLVING
- APPLYING RULES
- CHALLENGING KNOWLEDGE
Response to Revised Concepts
Concept Areas Tested

THE ROAD HAS AN EDGE FOR A REASON

THE ROAD IS ALIVE

ROADS ARE A RIGHT OF PASSAGE
The Road Is Alive
EXPRESSIONS TESTED:

• YOU CAN GET HURT IF YOU DON’T PAY THE ROAD YOUR FULL ATTENTION

• EVERYTHING CAN CHANGE ON THE ROAD IN AN INSTANT

• ALWAYS KEEP A LOOK OUT FOR DANGEROUS THINGS ON THE ROAD
The three Road Is Alive concepts enjoyed varying degrees of impact and perceived effectiveness across the sample. Its respective successes and failures hinged around two key points.

**ROAD IS ALIVE**

- Some of the more abstract imagery and messaging used through this concept area can tend to be misread by all but our brightest 10-11yr olds

**REAL DANGER AND CONSEQUENCE**

- Language and imagery focussed around the very real danger of the road, and the potential consequences for themselves proves incredibly powerful.
You can get hurt if you don’t pay the road your full attention.
You can get hurt if you don’t pay the road your full attention

The expression, and in particular the imagery used here evoked the most consistently powerful response across the whole sample. Teachers, parents, and children alike believe this to be answering a genuine need.

THE STRENGTHS

- SIMPLE, STRAIGHTFORWARD EXPLANATION OF CONSEQUENCE
  
  *The word ‘hurt’ wields real impact*

- EASILY COMPREHENDED AND BELIEVED BY ALL

- A NECESSARY INJECTION OF REALITY

- POWERFUL, SERIOUS IMAGERY CAUSES ALL TO REASSESS
The selected imagery for this execution consistently proved the most effective, impactful, and powerful route to the target re-evaluating their own road safety attitudes and behaviour.

**IMAGE STRENGTHS**

**REALITY**
- Makes sense of the theory
- The most powerful reminder of the results of unsafe road behaviour

**EMOTIONAL IMPACT**
- An emotional connection proves the most effective cut-through for all

**PHOTOS OF CHILDREN**
- This could happen to ME
- Road safety isn’t just for grown-ups

N.b. Where the photos were assumed to be real-life incidents, then the impact was even greater
• ‘Oh my god, someone has got run over... This makes me feel heartbroken... It’s important to see pictures like this because you should pay attention and lots of people get hurt’ (6-7, F)

• ‘She’s been run over. It’s scary to know cars can do that. It’s like carrying a gun or something. You could be in that situation’ (9-10, F)

• ‘This one is good. You have to pay FULL attention. If you are looking, but still talking you could still get hurt... It’s saying don’t get distracted’ (9-10, M)
Everything can change on the road in an instant
Everything can change on the road in an instant

Although there are sentiments behind this message which can connect with the target, the current expression can feel too indirect/abstract to change the attitudes of our younger target.

BARRIERS TO GREATER ENGAGEMENT

WHAT DOES CHANGE MEAN?
WHAT WILL CHANGE?
WHERE AM I IN THE MESSAGE?

N.b. When probed, the most powerful potential take-out from this execution is the idea of ‘no second chances’
- One minute you are fine, the next you are not
- One minute you are here, the next you are not

HOWEVER, only our oldest children got to this point of interpretation
The selection of images chosen here achieved varying degrees of success/conviction for children and teachers alike.

Generally found too abstract and confusing. Esp. for younger sample

Some concern about fun/flippant tone from teachers. Can be found silly/funny by children.

Consistently found the most direct and effective at instilling meaning for the children.
The Feedback

• ‘I’m not really sure what this is saying’ (7-8, F)

• ‘Do they mean that nothing stays the same on the motorway? That’s always changing?’ (9-10, F)

• ‘It can sometimes go quite quickly and sometimes quite slow’ (6-7, F)

• (After seeing the Hurt Concept and discussing this idea…) ‘It could change in a second. Drivers could just come up and in a blink of an eye you could be in hospital’ (8-9, F)

• ‘One distraction and it’s all over’ (10-11, M)
Always keep a look out for dangerous things on the road
Always keep a look out for dangerous things on the road

This execution generally proved the least successful within this concept area at conveying a clear and meaningful message.

**STRENGTHS**

- **‘DANGEROUS’**
  - Heightening awareness of real risk gains attention
  - Serious language proves powerful

- **‘ALWAYS’**
  - Sounds imperative
  - Carries gravitas

**WEAKNESSES**

- Can tend to feel a little vague for many - esp. younger
- Can fail to instil a definite/specific action
- Can feel like too much to think about
Imagery

The majority of our young target could tend to find the imagery for this execution rather too abstract.

Lack of meaningful/recognisable road context. Many fail to understand how these images relate.

When searching for messages, take-out could tend to be quite literal…
- *The lion will get run over*
- *It's dangerous for animals as well*
• ‘Dangerous makes you look’ (8-9, F)

• ‘What’s dangerous? Do they mean cars, lorries, vans and bikes?’ (9-10, F)

• ‘Well there might be glass or police things with spikes on the road’ (7-8, M)

• ‘Sometimes I could not be bothered to keep a look out’ (9-10, M)

• ‘I just think I need to cross to get to the other side’ (7-8, M)

• ‘It doesn’t really make me think again about the road, it’s for drivers, not young people’ (10-11, M)
The Road Has An Edge
For A Reason
The road has an edge for a reason

**EXPRESSIONS TESTED:**

- OVER THE ROAD’S EDGE, THERE’S ALWAYS DANGER
- THE KERB IS THERE TO KEEP YOU SAFE FROM THE ROAD, SO ALWAYS USE IT TO STOP
The Road has an Edge for a Reason

As established in both phases of the research this time, the ‘Edge’ insight is clearly answering a very resonant and relevant problem with our target’s current road knowledge, behaviour and attitudes.

EVIDENCE SUPPORTING THE INSIGHT

The STOP part of road safety message is missing for much of the target.

Much of the target are confused about when/where to apply the rules they have learned.

A real tangible fear emerged from the parents groups (based in their own experience) of children failing to stop where they ought to. Parents and teachers alike desire a message which powerfully reinforces the need to stop.
Over the road's edge there's always danger
Over the road’s edge, there’s always danger

Despite some slight semantic issues, for the majority, this proves to be a powerful execution.

KEY STRENGTHS

- Proves effective at instilling CAUTION
- Mention of DANGER proves a powerful motivator
- Most are able to clearly link cause and effect here
  - *If I cross over the edge, I’m potentially in danger*
- Short, simple, and impactful statement.

HOWEVER, confusion for some over what the road’s ‘edge’ might be. Less familiar terminology. Could be brought to life through imagery?
A mixed selection of images here which receive a mixed response from the target. Again, the most direct and easily contextualised images prove most effective.

Far easier for our target to empathise with, and recognise, these dangers.

Far too detached. Very difficult to decipher relevance for young target.

A starker demonstration of danger, but link with the road message can only just be made by the very oldest of our respondents (11yrs).
The Feedback

- ‘Says there is danger and that makes you listen’ (10-11, M)

- ‘It’s reminding you there is danger and telling you to pay attention and be careful’ (9-10, M)

- ‘You need to be careful and stop’ (6-7, F)

- ‘What does edge mean? The pavement? That’s the edge of the road?’ (9-10, F)

- ‘How can you walk on the edge, it’s a sharp corner? (8-9, M)
The kerb is there to keep you safe from the road, so always use it to stop.
The kerb is there to keep you safe...

Although still revolving around the same valuable insight, the impact and value of this statement can get lost in its expression.

**CURRENT LOSS OF IMPACT**

- Can lack the emotion and immediacy of ‘road’s edge’ execution.
- ‘STOP’ becomes an after-thought.
- Little sense of real caution is instilled here.
  - Concept feels safe, thus little provocation to re-evaluate.
- Expression can feel somewhat long-winded, thus further diluting impact.
Imagery

With one key exception, much of the imagery here, although familiar and recognisable, can fail to convey the key message with any real impact.

The most powerful and direct image within the mix:
- Clearly conveys the message in bold colours

Familiar and reassuring, but fails to convey the need to concentrate and stop at the edge.
The Feedback

• ‘It tells you that you’re safe’ (7-8, M)

• ‘It doesn’t really make me think twice about stopping’ (8-9, F)

• ‘It’s not really telling me anything new, just reminding me – I prefer the one that tells you about the danger’ (10-11, M)

• ‘It makes sense but the kerb does not make you stop’ (8-9, M)

• ‘It’s like a stop sign and saying stop, don’t just go rushing out’ (7-8, F)
The Road as Rite of Passage
EXPRESSIONS TESTED:

- ONLY BABIES DON’T TAKE CARE WHEN CROSSING THE ROAD.
- MASTER YOUR ROAD SKILLS, AND BECOME A ROAD SAFETY SUPER HERO.
- DRIVERS DON’T ALWAYS LOOK OUT FOR YOU, SO YOU NEED TO LOOK OUT FOR YOURSELF.
Rite of Passage - Concept

The rites of passage insights can be broken down into a number of key aspects, some more relevant and resonant than others.

**GROWING UP**
- Can lack credibility
  - Poses a risk
- All cite older ‘role models’ who set bad examples on road
  - Cocky teenagers
  - Bad drivers

**EMPOWERMENT**
- Can feel relevant and motivating to our youngest target (up to 8/9yrs)
  - Finding joy in the sense of being good at something
  - Enjoying getting things right
Only babies don't take care crossing the road.
Only babies don’t take care crossing the road

The intended insight of this execution was often lost on the target, and even when understood, was often disagreed with this time.

PRIMARY BARRIERS

Even when explained/understood, there are found to be barriers to credibility
- The oldest kids at school mess about on the road more than me!
- Drivers are always taking risks on the road.
The imagery for the babies concept appears to add little to the message this time, and much like the written concept, can tend to be taken literally. It generates anxiety and fear – but only for the welfare of the baby, NOT for themselves.

Feels familiar and reassuring (esp. younger) but doesn’t convey empowerment, as the grown-up is in charge.

Humorous and engaging, but relevance is only just found for the oldest children.
• ‘Yeah, they will just keep on walking and get hit by a car’ (6-7, F)

• ‘They don’t take care, but we are not babies are we?!’ (7-8, F)

• ‘That’s not right. Teenagers don’t take care. They think it’s cool not to look and to walk out in front of cars… and sometimes adults get run over, or are on their phone in the car’ (10-11, M)

• ‘An adult could get killed on the road, anyone could’ (8-9, M)

• ‘It’s saying you should take care crossing the road because only babies don’t (only person in the group to derive the correct meaning!)’ (9-10, M)
Drivers don’t always look out for you, so you need to look out for yourself.
Drivers don’t always look out for you, so you need to look out for yourself

Across the sample, this execution is heralded to be universally true. However, level of impact on their own behaviour and attitudes can be lower (esp. for younger).

**THE TRUTH**

- All children believe that drivers can behave badly.
- Most are able to list the risks they can take.
  - Talking on mobiles
  - Eating and drinking
- Many claim to have witnessed dangerous behaviour.

**HOWEVER**

For many, these facts can lead to a deferment of blame

- Drivers are to blame
- What can I do about them?

Only the oldest target understand the need to therefore take more responsibility.
Imagery here is felt to confirm the children’s suspicions and own real-life accounts of bad driver behaviour. However, only one really instils an added sense of caution.

- Instils real fear.
- Child seen to be clearly in danger.
- Small minority are able to recognise she is at fault. (older)

- Clear and vivid confirmation of the bad driver behaviour they had recounted themselves
- HOWEVER can feel so irresponsible, that it’s out of the children’s control.
• ‘There they are eating, drinking and on the phone, not looking out!’ (7-8, M)

• ‘Accidents are usually the drivers’ fault as they’re drunk’ (8-9, F)

• ‘Well they should not be silly’ (8-9, M)

• ‘The driver should look out for you, and you should look out for them, that makes it fair. ... You should look out for yourself when you know you should like in the middle of the road with two cars coming either way so you have to’ (8-9, F)

• ‘It can be either of your fault. If you cross at a Zebra crossing it’s the car’s fault, he is to blame, but if you’re just crossing in the road it’s your fault’ (9-10, M)
Master your road skills and become a road safety hero
Master your road skills and become a road safety hero

Although much of the target admit a desire to improve their own road skills, the ‘hero’ concept can generally tip the message too far - feeling too young for our oldest respondents, and too distant for the younger.

**PRIMARY BARRIERS**

At the YOUNGER end, the idea of becoming a ‘hero’ can be aspirational. However this currently feels out of their remit on the road.

Hero = A professional who looks after others

e.g. lollipop lady, policeman

At the OLDER end, there are still aspirations, but ‘hero’ feels very young and child like.

To do everything right all the time would also be:

- A bit geeky and uncool
- Too much like hard work!
The choice of heroes portrayed this time feels closer to the children’s own worlds. HOWEVER the children can still struggle to imagine many of these characters’ appropriateness in the context of road safety or serious messaging.

Immediatly picked out by all as the real ‘heroes’ on the board. HOWEVER few (esp. older) imagine taking serious learnings from more cartoon like characters.

At times felt to be more appropriate for serious messages, as generally perceived to be more wise.
• ‘You have to look out for other people… Like Policemen, Ambulance and Fire Brigade’ (6-7, F)

• ‘It’s like sticking to all the rules so you don’t get hurt’ (8-9, F)

• ‘Become really good at road safety, like a lollipop lady’ (7-8, F)

• ‘I don’t want to be hero I just want to cross the road… hero seems a bit childish’ (8-9, M)

• ‘I would not want to be a legend for road safety as it makes you geeky as you’d know every single thing there is to know and you could have peer pressure from your friends’ (9-10, M)
Brief Reactions to Hedgehogs
Throughout our discussion, spontaneous recall of the Hedgehogs campaign was more in the minority, although many replayed aspects (particularly the advert) when prompted.

**PARTICULARLY RE:**

- The mechanic - positive, upbeat and even fun (can raise a smile)
- Variety of messages e.g. safe place to stop, wear reflective clothing in the dark
- The ‘Stop, Look, Listen, Live’ tagline

Campaign is clearly emotionally engaging and memorable, and has helped to reinforce good road safety amongst our target.

HOWEVER, the STOP part of this feels lost in translation given active recall of the road safety rules and their current behaviour
Some other important limitations of the Hedgehog Campaign are noted and these should be considered moving forward...

OTHER ISSUES

LACKS SERIOUSNESS and...
• ‘It’s quite good. The Hedgehogs are funny and it shows you how to cross the road. It says ‘Think’.’ (9-10, F)

• ‘Its for small children as they will like cartoons and think they’re funny’ (9-10, M)

• ‘This (the hurt imagery) would be better as it teaches you not to run out onto the road and hedgehog’s don’t normally know what to do, they just go out on to the road. This one (hurt) shows you, you might be laid down on the floor’ (7-8 F)

• ‘A hedgehog is just a hedgehog so what’s the point in showing that?’ (9-10, M)
Conclusions and Development Pointers
We all have several core underlying needs. As more basic needs are satisfied, we can move up the hierarchy.

Lower level needs can become less top of mind (and taken for granted) as other things become more important.

IT’S NOT TILL SOMETHING HAPPENS THAT WE REMIND OURSELVES OF THEIR IMPORTANCE.
Fearing for YOUR safety can re-ignite a basic survival mindset on the road.

BUT AT THE MOMENT...

Other needs and emotions are often top of mind for our target (esp. at the older end).

e.g. being on time, talking to friends, fitting in and following the pack.

DO WE NEED TO REFRESH PRIORITIES ON THE ROAD?

MASLOW’S HIERARCHY OF NEEDS
Road Safety Messaging and Motivation

A lot of the executions tested this time are working at different levels of the motivation pyramid:

- **SURVIVAL**: Air, food, water, life or death
- **SECURITY**: Feeling of safety, shelter, stability
- **SOCIAL**: Belonging, inclusion, love
- **ego**: Self-esteem, respect, power
- **SA (SELF ACTUALISATION)**: Maximising development and potential

- **KERBS KEEP YOU SAFE**
- **ONLY BABIES DON’T TAKE CARE**
- **ROAD SAFETY HERO**
However, if the survival level is missing, then the target are still potentially at risk. A number of aspects of the concepts centre more on the base survival level of the pyramid, and as such, appear to have a powerful effect on the target.

- YOU’LL GET HURT
- DANGER OVER THE EDGE
- DANGEROUS THINGS
- (CHANGE IN AN INSTANT)

Resonates powerfully with all
A more crowded area in which to compete

Peer pressure and other elements compete here

### Powerful Motivation

- **SA** (SELF ACTUALISATION)
  - Maximising development and potential...
- **EGO**
  - Self-esteem, respect, power...
- **SOCIAL**
  - Belonging, inclusion, love...
- **SECURITY**
  - Feeling of safety, shelter, stability...
- **SURVIVAL**
  - Air, food, water, life or death...
Effective Road Safety Messaging
Moving Forward

Across both stages of this research, some very clear learnings have emerged about this target’s most urgent messaging needs, and about the most effective mode of delivery:

**KEY LEARNINGS**

1. Much of the target are well versed in much of the theory of road safety, **HOWEVER** the **STOP** part o message is miss for many.
Across all of the concepts tested, a number of executions show potential to answer the target’s key needs. Although the current expression may not be perfect, the insight shows a number of key potential strengths:

- A clear and impactful instruction of where to stop and why.
- Easy for children to link action and consequence

HOWEVER
- STOP part of message could be reinforced more powerfully.
Optimum Campaign Routes

In order to truly motivate the target to pay attention to/recall this vital part of the road safety message, the consequences of their actions must be clearly and powerfully understood:

TONE AND CONTEXT OF MESSAGE

The vast majority of the target (plus parents and teachers) agreed that these images proved the most powerful way of getting them to apply the theory to themselves:
- This could happen to me
- I could be one of those children

REINFORCEMENT OF THE ‘WHY’
The Ideal Formula?

The collective learnings of both stages of this research, and the experiences and needs of our young target, our teachers, and our parents, appear to be pointing toward the following formula of priorities:

**STOP AT THE EDGE.**
- Delivered with power and emotional impact
- This is where the brain is engaged
- This is where they start to concentrate and apply what they know.

**LOOK AND LISTEN**
- More familiar to all currently.
- All know that they should do this, but haven’t always grasped quite why

**CONSEQUENCE AND REAL LIFE MEANING**
- Emerges for all as the most effective way to cut through other influences on the road

This is how we instil motivation to improve safety, and belief in the consequences of bad behaviour.
Thank You