

“Walking & Cycling to School”

ISLAND OF IRELAND

WALKING AND CYCLING TO SCHOOL (1. DUBLIN)

DEFINITION OF THE PROBLEM

Facts and perceptions

International research has consistently identified human error as the main factor in almost all traffic accidents. Research by the Transport and Road Research Laboratory found that the human factor contributes to 95% of all accidents. Therefore behavioural changes are necessary to help reduce and prevent accidents. This can be achieved through awareness programmes of education, training, publicity and promotion.

The Road Safety Unit of Dublin City Council has a policy of Education and Encouragement to educate all road users in the proper and safe use of roads in order to change user attitudes and behavior and to stimulate an awareness of the need for improvement in road safety.

Children who are driven to school each day are inclined towards being more dependent and less fit, as they grow older. The Dublin Transportation Office Safe Routes to School programme (under the National Development Plan) aims to improve children's health by encouraging more children to walk or cycle.

It also aims to improve school safety and to create appropriate front of school environments where pupils are the main consideration during arrival and departure times. It is estimated that 20% of all car trips during the morning peak are for the purpose of bringing children to school.

METHOD CHOSEN TO ADDRESS THE PROBLEM

The method chosen to address the problem was 'Walk to School Week' during which children were encouraged to walk (or cycle) to school. Each day they received a sticker to put on a postcard. At the end of the week, the cards were posted to Dublin City Council. The school with the most returned postcards won a computer. Pupils also won prizes.

Process and reason for choice

This is an old campaign previously used in the UK; it was chosen by default because it exists.

Objectives

The objective is to encourage children to walk or cycle to school. There were no quantified objectives.

Leaders and partners

Dublin City Council Road Safety Unit led the campaign with support from Barnardos and Irish Life (a financial institution). The campaign was also supported by co-operation from the school principals and teachers of the schools.

Details

Target group

The target groups for the campaign were primary schoolchildren in Dublin and their parents.

Region covered

The area covered by Dublin City Council – all primary schools within this area were targeted.



Size

The campaign area is the city of Dublin it has a population of approximately 1 million.

External factors

End of school year with many other activities – Confirmation, school trips, exams etc - may have influenced the amount of interest and participation in Operation Feet.

Timescales

Evaluation element	Survey title	Sample Size	Date
Before Evaluation			
Target audience surveys			Dec 01-Mar 02
Focus groups	Before qualitative survey	8-10 children at 1 site	Dec 01
Self completion questionnaires	Before target audience survey	Children in 6th class at 6 test sites in Dublin (age 11-12) n = 230	Jan 02 -May 02
	Control group surveys	Children in 6th class at 2 sites (outside of Dublin City Council area) n = 38	Apr - May 02
Before survey report			June 02
Research and Design of campaign content			Mar – May 02

Case Study Implementation			
Campaign in field			May 02
After evaluation	After target audience survey (Self completion)	Children in 6th class at the test sites n = 228	June 02
	Control group surveys	Children in 6th class at control sites n = 53	
Final Report			May 03

Funding

Sponsorship was provided by Barnardos and Irish Life.

Explanation of campaign message

The main campaign message was ‘Operation Feet – get off your seat and apply those feet’.

Explanation of campaign tools

Information Leaflet was distributed to explain the benefits of walking and cycling to school, which was aimed primarily at parents.

Stickers set aimed at children were also distributed, so that they could fill them out to indicate what days they had walked/cycled to school. The postcards were sent to Dublin City Council entered in a competition and the prize was a family weekend away. There was also a prize of a computer for the school with the most entries.

Location

In school – the information packs were distributed to over 300 primary schools in Dublin.

IMPLEMENTATION OF CAMPAIGN

Responsibilities

Responsibilities were shared among Dublin City Council's Road Safety Unit, Irish Life and Barnardos.

Process

Implementation relied heavily on involvement, encouragement and support from teachers. No supervision was possible. Another significant aspect of the implementation process was that there was no direct involvement of teachers and pupils together exploring transport options. In this sense this case study differs from much of accepted best practice seen in other countries.

The following pictures illustrate different aspects of the campaign process and associated materials.

This campaign 'teaser' was displayed on buses prior to the launch.



The campaign 'week' ran from May 20th to May 24th, 2002. It started with a launch at one of the inner city schools to which the press was invited.



The launch was attended by the Lord Mayor of Dublin, Michael Mulcahy.

Following the press launch, information packs were distributed to all primary schools in Dublin. These contained information leaflets aimed at parents encouraging them to consider alternative modes of transport for getting to school, stickers and postcards for the children to enter the competition, information from Irish Life on healthy lifestyles and a survey card from Barnardos asking parents about their main concerns.

Operation FEET

Monday 20th May to Friday 24th May 2002

WHAT IS Operation FEET?

Operation FEET is all about parents and children discovering the benefits of walking to school and helping to reduce traffic congestion and vehicle pollution.

Dublin City Council, Barnardos and Irish Life have joined forces to encourage parents and children to walk or cycle to school and in turn create a healthier, safer and environmentally sustainable city.

What are the BENEFITS?

- Environmentally friendly.
- Quality time to chat with your children about their day.
- Less stressful than driving.
- Educational - you can really put road safety theory into practice.
- Less congestion at school entrances.
- Safer school entrances.
- It keeps you and your children fit - start the day with fresh air and exercise. You'll feel great!

How can I TAKE PART?

- Walk or cycle each day during the week.
- Just walk or cycle one or two days within the week.
- Park away from the school and walk for at least part of the journey.

Here are some ideas to help you and your child enjoy OPERATION FEET.

- Talk about your journey to and from school.
- Plan a safe route together.
- Choose the safest place to cross the road and explain why some places are safer than others.
- Look at and talk about things you see at the road and pavement (things like traffic signs and road markings). Discuss what they mean.
- Look for hazards and dangers your child may encounter such as driveways, parked cars and overgrown hedges. Discuss how to cope with them.

REMEMBER:

When crossing the road with your child, always use the safe cross code.



Operation FEET AWARD



A top of the range computer sponsored by Irish Life will be presented by the Lord Mayor of Dublin to the school whose pupils make the best effort to participate in

Operation FEET

And that's not all! One lucky child who takes part in Operation FEET will win a weekend away with their family to one of Ireland's famous Ryan Hotels, located in Cork, Limerick, Galway and Killybegs sponsored by Irish Life.

PLEASE REMEMBER!

You don't have to walk every day or all the way - a little and often by the majority, can make a huge difference.

THANK YOU



What is a WALKING BUS?



The Walking Bus is an organised walking group led by adults. Parents wait at a series of 'bus stops' for trained volunteers to escort their children to school. The volunteers and children are kitted out with reflective clothing. The 'driver' leads the way, and the 'conductor' stays at the rear.

Problems or HAZARDS?

Did you find any? If you come across an obstacle on your route, let us know and we will post your comments to the relevant Department.

Please tell us if there was anything you particularly enjoyed about walking or cycling to school with your child/children, which might encourage other parents to leave their cars at home occasionally.

For further information please contact:

Dublin City Council, Road Safety Unit,
Office of the Director of Traffic,
Civil Offices,
Rikambur Street, Dublin 8.

Tel: 01 672 2265
Fax: 01 679 6217

Email: roadsafety@dublincity.ie
Web site: www.dublincity.ie/strbids



Operation FEET

WALK OR CYCLE TO SCHOOL WEEK

20th - 24th May 2002

Get off your seat and apply YOUR FEET!



The image displays various promotional materials for the 'Operation FEET' campaign. At the top, there are several circular stickers: a large green one with the text 'Táim ag dul ar Bhealach na Scoile' and 'Operation FEET'; a red one with 'USE YOUR HEAD • GET A HELMET' and an illustration of a person on a bicycle; a white one with 'I'm Joining a Walking Bus' and a red bus illustration; and smaller stickers for 'TUESDAY MAIRT', 'WEDNESDAY DEADAOTN', 'THURSDAY DEADAOTN', and 'FRIDAY AOINE'. Below these is a large 'Operation FEET' entry card. The card features the title 'Operation FEET' in a stylized font, the dates 'Walk To School Week 20th - 24th May 2002', and instructions to complete the card each day. It includes fields for Name, E-mail, Telephone, Age, School, and School Address. A 'Signed' section is provided for the Parent/Guardian Signature, with the slogan 'Joining forces for a safer Dublin'. Logos for Barnardos, Dublin City Council, and Walk Life are also present. A footer note states: 'When you have collected all five stickers and filled out your name post your card to enter for the free draw. Entry card not valid before Friday 24th May 2002.'

Over 50,000 information packs were produced and distributed to over 300 schools. The unit cost per pack was around 75 cent.

Summary of campaign message(s):

- Parents and children exploring options together and discovering the benefits of walking/cycling
- Health, safety and environmental emphasis
- Educational - putting road safety theory into practice, planning a safe route, explaining signage and hazards
- Parents encouraging children to be more independent and responsible
- Extra incentives for children to commit to behaviour change
- More cycle lanes and other infrastructure are being put in place in conjunction with the campaign

5,000 full cards were returned after the campaign. One third of the schools participated. Information about supervision of 'stickers' within the schools is not available and cannot be ascertained.

Input and output analysis and management issues / context / external factors / costs

Inputs

Medium	tick those which apply	Design costs	Production costs	Distribution costs
n'paper – national				
newspaper – local				
magazine – national				
magazine – local				
radio – national				
radio – local				
SCHOOLS LIAISON				
- telephone calls				
- personal visits	✓			
DESIGN			Design costs were borne by Irish Life and cannot be ascertained	
Poster	✓			
Leaflet	✓			
info pack	✓			
Stickers	✓		€7,500	
Postcard	✓			
OTHER				
press conference				
drama event				
Roadshow				
Prize-giving				
Ad hoc inputs				
COMPETITON PRIZES				
Computer	✓			
Family weekend away	✓			

Outputs

Medium	✓ tick those which apply	Pre-tested (✓ if yes)	Personalised (✓ if yes)	Where*	Total exposures (estimated)	Target group exposures (estimated)	Duration (e.g. hours or days)
n'paper – national							
newspaper – local							
magazine – national							
magazine – local							
radio – national							
radio – local							
SCHOOLS LIAISON							
- telephone calls							
- personal visits							
CAMPAIGN							
Poster				3	135,000	135,000	
Leaflet				3			
info pack				3			
Stickers				3			
Postcard				3			
OTHER							
press conference							
drama event							
Roadshow							
Prize-giving							
Ad hoc inputs							
COMPETITIO N PRIZES							
Computer							
Family weekend away							

Where (code 3) = in school

CAMPAIGN ASSESSMENT

Methodology

The target group of the campaign was children in 300 primary schools in Dublin. 6 schools were chosen for the survey sample because of timing, budget, feasibility issues – 4 test sites and 2 controls sites. Dublin Transportation Office and Dublin City Council provided the names of these schools that were involved in Safer Routes to School programme and Operation Feet. Our two control schools were outside the jurisdiction of Dublin City Council and so were not exposed to the campaign.

The last year (sixth class) in each school were chosen as the sample as they were felt to be the most likely to be influenced by the campaign as they were old enough to be allowed to walk/cycle to school and influence their parents.

In most schools there was just one class at this level; in some, all sixth classes were chosen; in one school two out of 3 were chosen because the third class were two busy during that term to be involved. (However, the third class was included in the post implementation survey because it suited the school and they did not want to leave them out.

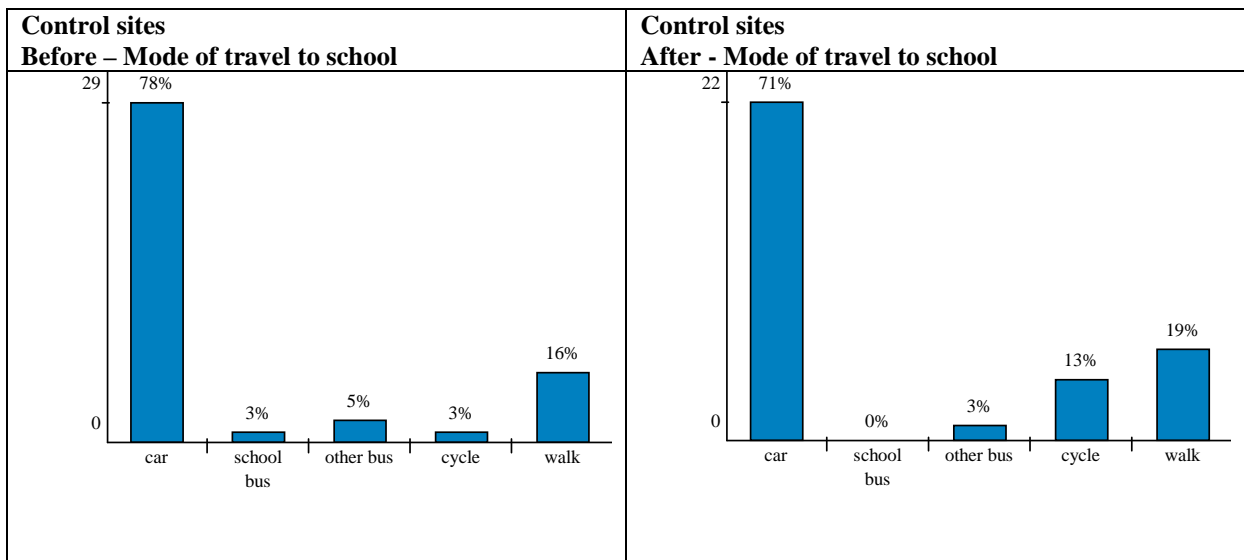
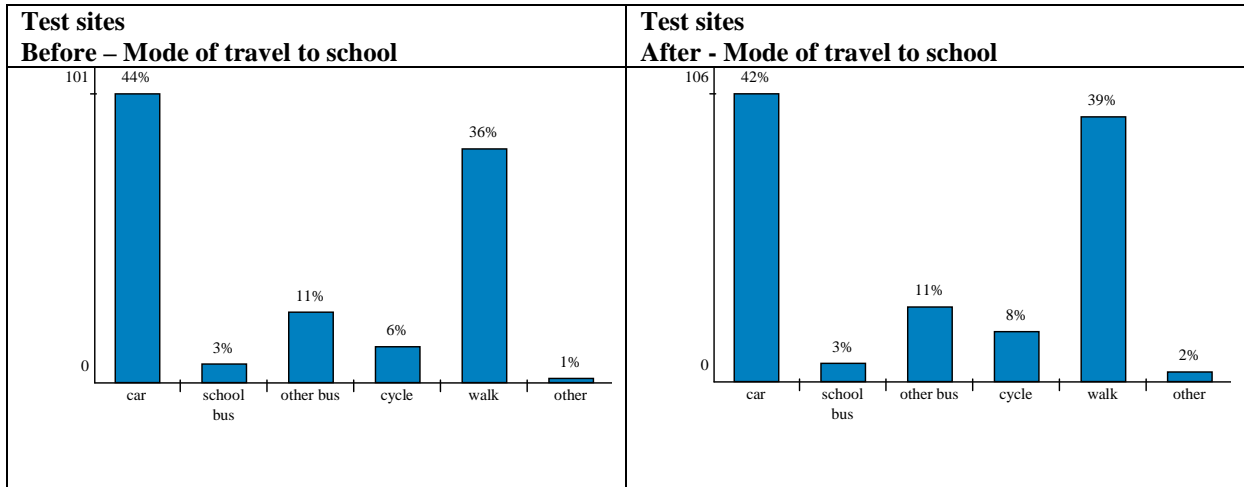
Interactions' personnel administered the self-completion questionnaires face-to-face in class during the school day. There was no incentive to take part (except time off from lessons!).

Total number of responses to the pre-survey was 268 and to the post survey 281.

Target groups / sample size

	n - "before"		n - "after"		Matched samples?		
	Q'nnaire out	Q'nnaires back	Q'nnaire out	Q'nnaires Back	Yes completely	Yes – same people but cannot match one for one	No Independent
Target group	230	230	228	228		✓	
Control group	38	38	53	53		✓	

Comparison of before and after results



Campaign Reception and Exposure
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Period	Recall Campaign within last 3mths	Recall Campaign longer ago than 3mths	Recall Campaign Not sure	Recall Campaign Definitely not
period 1	45	79	60	15
period 2	76	60	58	19
TOTAL	121	139	118	34

Dependence is significant. Chi2 = 10.58, df = 3, 1-p = 98.58%.

% de variance expliquée : 2.54%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'SAMPLE-group' containing 416 observations and defined by the following filter:

School Amongst "Griffith Ave; Rathmichael; St Josephs BNS; Presentation Primary Terenure"

Period	Recall Campaign within last 3mths	Recall Campaign longer ago than 3mths	Recall Campaign Not sure	Recall Campaign Definitely not
period 1	6	5	18	8
period 2	5	4	12	9
TOTAL	11	9	30	17

Dependence is not significant. Chi2 = 0.74, df = 3, 1-p = 13.57%.

% de variance expliquée : 1.08%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Warning, 3 (37.5%) cases have an estimated value of less than 5, the rules of Chi2 are not really applicable.

This table is based on the sub-sample 'Control' containing 68 observations and defined by the following filter:

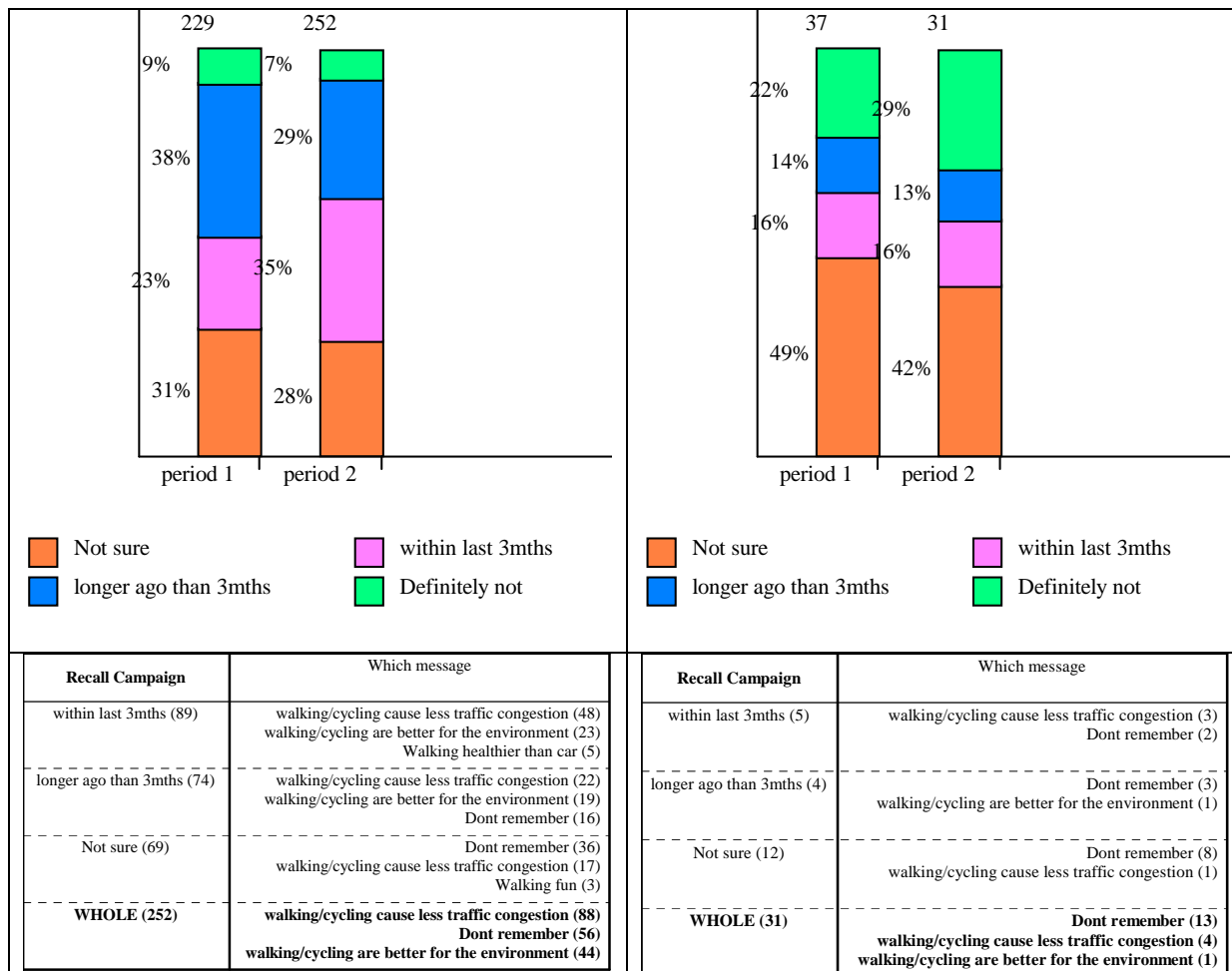
Site = "Control"

Period	Which message Dont remember	Which message New bike sheds	Which message Cycling quicker than car	Which message Cycling healthier than car	Which message Walking quicker than car	Which message Walking fun	Which message Cycling cool	Which message Car is safest	Which message Car most comfortable	Which message Walking healthier than car	Which message walking/cycling cause less traffic congestion	Which message walking/cycling are better for the environment
period 1	13	2	1	3	2	2	0	1	0	2	0	0
period 2	13	0	0	0	0	0	0	0	0	0	4	1
TOTAL	26	2	1	3	2	2	0	1	0	2	4	1

This table is based on the sub-sample 'Control' containing 68 observations and defined by the following filter:

Site = "Control"

Period	Which message Non-response	Which message Dont remember	Which message New bike sheds	Which message Cycling quicker than car	Which message Cycling healthier than car	Which message Walking quicker than car	Which message Walking fun	Which message Cycling cool	Which message Car is safest	Which message Car most comfortable	Which message Walking healthier than car	Which message walking/cycling cause less traffic congestion	Which message walking/cycling are better for the environment
period 1	26	53	4	4	14	10	17	0	3	0	70	0	0
period 2	27	46	2	2	2	3	9	2	0	0	9	74	39
TOTAL	53	99	6	6	16	13	26	2	3	0	79	74	39



This table is based on the sub-sample 'SAMPLE-group' containing 416 observations and defined by the following filter:

School Amongst "Griffith Ave; Rathmichael; St Josephs BNS; Presentation Primary Terenure"

Summary of message recall

	period 1	period 2	TOTAL
85.Dont remember	23.8 (99)	76.2 (317)	100 (416)
86.New bike sheds	7.0 (29)	93.0 (387)	100 (416)
87.Cycling quicker than	8.2 (34)	91.8 (382)	100 (416)
88.Cycling healthier th	17.5 (73)	82.5 (343)	100 (416)
89.Walking quicker than	12.0 (50)	88.0 (366)	100 (416)
90.Walking fun	22.1 (92)	77.9 (324)	100 (416)
91.Cycling cool	10.1 (42)	89.9 (374)	100 (416)
92.Car is safest	2.4 (10)	97.6 (406)	100 (416)
93.Car most comfortable	4.3 (18)	95.7 (398)	100 (416)
94.Walking healthier th	39.2 (163)	60.8 (253)	100 (416)
95.walking/cycling caus	18.5 (77)	81.5 (339)	100 (416)
96.walking/cycling are	26.9 (112)	73.1 (304)	100 (416)
Total	16.0 (799)	84.0 (4193)	100 (4992)

Dependence is highly significant. Chi2 = 395.54, df = 11, 1-p = >99.99%.

% de variance expliquée : 95.08%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'SAMPLE-group' containing 416 observations and defined by the following filter:

School Amongst "Griffith Ave; Rathmichael; St Josephs BNS; Presentation Primary Terenure"

Free text responses for possible slogan / campaign message (Q.69)

Control Schools

- Cycle it is more healthy
- Walking to school is very unsafe
- We do not own the world; we merely keep it for the next generation
- Walk or cycle to keep healthy
- Walking and cycling is healthier
- Walk to school because walking cool
- Lads! Are you cycling to school?
- Walking and cycling is healthier for people
- If you cycle to school you get fitter and healthier. You do not get caught in traffic and it's fun
- Kids should walk/cycle to school because it helps the environment and keeps you fit
- Walking, cycling and running are healthy. Don't pollute our world
- Going on a bike is healthier. You need loads of petrol for a car
- Cycle it's fun, healthy, and it will keep you fit
- Cycle is healthy car is pollution
- Gets you healthy, its fun with your friends. Its much easier in traffic
- That is quick, fun and a cool way to get to school
- Walking is healthy Bikes are cool these are the way you should travel to school
- Do you want the world you live in to be black and dirty with fuels and pollution? Walk or cycle to school to make the world cleaner
- Which would you prefer to be when you grow up: slim and healthy or fat and unhealthy. Get some exercise walk or cycle to school remember its good for you
- You will live longer if you cycle
- Walk Walk! Walk its good for you, and it isn't only you. You can take a few
- Do you want the world to turn black with fumes? Walk or cycle to school ad you can make a change!

- Cycle to school and save our world
- Don't be fat and sloppy, walk to school and you will have great fun
- Cycle to stay healthy and our environment will stay healthy too
- It keeps you healthy and helps the environment
- Walk to school and stay healthy and fit
- It keeps you healthy and fit so why drive on sunny mornings and after school? WALK! Its fun too!
- Stay healthy don't drive to school
- Save the environment walk or cycle

Sample Schools

- Its much healthier and more fun to walk, you can be with your friends. Its much nicer on a sunny day to be outside than being crowded in a car with your sister screaming
- It is healthier to walk or cycle Please walk or cycle
- No homework if you cycle to school
- The bigger the cars the bigger the hole in the ozone layer
- Walk or cycle to school and get 5 euro
- If you don't drive you don't die
- Why kill the atmosphere when you can walk
- Cycling is cool driving drools
- Why take the car to school when you can walk or cycle and get fresh air exercise and fun
- Don't be a fool walk or cycle to school
- Children should walk to school because its healthier and saves money
- Its safe, cool, relaxing and you get healthy
- Don't be a couch potato go walking or cycling
- Walk you'll be surprised how fast walking is
- It's much better to cycle to school because it's a lot of fun
- Walk to school you would get fitter healthy and wont cost your parents a thing and helps the school
- It's OK to walk or cycle to school if you are with a few friends or with an adult
- Don't wreck the environment keep yourself healthy
- Never go by car go walking
- Walking and cycling is healthier good for the earth you wont get in a traffic jam
- Do not drive if you are environmental stay healthy and walk or cycle
- Don't drive and pollute the environment, walk or cycle and be cool
- Go walking its the thing to do
- Cycling is much more healthy than car
- Cycle and walk do not go by car
- Keep the environment safe
- Stay healthy walk or cycle to any places close to home
- Don't be a fool cycle to school
- Walking or cycling is safer for the environment and keeps you fit
- It is healthier and helps the environment
- Walking makes you healthy
- More fun less hassle walk or cycle
- Stay alive and healthy don't drive short distances
- Walking with friends is fun and healthy
- Stay healthy walk to school
- If you walk to school you're being cool!
- Walk to school its healthy and enjoyable it helps the environment
- Cycling is to get girls attention and to race
- That the children would be helping their country and environment by walking to school, because if you travel by car you are using petrol and that pollutes the air and you don't get enough exercise
- Cars don't keep you healthy, walking does
- I you walk to school with friends and don't go in the car you don't pollute the air
- Its healthy, it creates a fit image, it makes you look better, it makes you lose weight
- I would set up a thing for people to meet and go by bus all at once together or a few volunteers to walk people from around the area

- If you walk or cycle to school you will live longer
 - If you want to be fit and lose weight, walk to school without a debate, it will help save the environment and keep our world clean, so come on don't be mean
 - Walk/cycle to school, that is how you breathe
 - Be cool and walk
 - Walk to school, save the environment and be healthy
 - Go on your bike and it'll be fun, get to school quicker. Does not pollute the air. Keeps you healthy and you can talk to your friends
 - Walking and cycling are fun ways to travel and they both keep you fit and healthy and cars don't keep you fit and healthy
 - Be cool, cycle to school
 - Walking is fun, cool and doesn't pollute like a car does
 - Walking and cycling to school is so very very cool
 - It's fun, quick, healthy and cool to cycle to school
 - Don't be a fat toad go cycling along the road
 - Walk to school it helps the environment its cool, its healthier and it gets you to school quicker
 - If you could prove that you walk/cycle to school every day for a month you win a prize
 - Be healthy and help the environment, its helping yourself too
-
- Walk a lot more so you can be healthier and it's better for you and a lot less fumes
 - If you want to have fun you have to be healthy and fit. If you walk you get fit. If you get fit you have fun! Walk to School!
 - You should walk to school more. You will be healthier and so will the environment
 - Walk or cycle to school, what the point going by car when you are polluting the air, you have to pay and your not getting any exercise 'so walk or cycle to school now!'
 - Have a celebrity win a prize game for people who walk to school for a fortnight, whoever gets picked wins
 - Help stop pollution by walking or cycling to school. It's also much, much healthier than going by car. Help our world become a better place
 - Cycling can get you to school faster and you can also have fun
 - Do you want the world to be destroyed by pollution? If you are a decent person you don't, so walk or cycle to school and work!
 - Cars cause pollution, walking and cycling is better and healthier. Walk more. It's the best for everyone
 - Cycling to school is faster and more fun you can go with your friends
 - be healthy and walk to school
 - Be cool and walk to school
 - If footballers like Michael Owen can get fit by exercising and walking then so can you! People will think you're cool if you walk or cycle to school because then they know that you don't need your parents to bring you and you are not a baby
 - Save the earth walk to school
 - Walking makes you fit. Nobody wants to be a couch potatoes. So get walking kids!
 - Walking keeps you healthy and lets you prepare and be fresh for the day ahead of you
 - Its quick, its fast, its enjoyable, its fun so walk to school today
 - Walk to school or cycle because you're helping the environment
 - If you walk or cycle to school you would get very fit, it is also fun to walk to school with your friends because you can chat to them
 - Don't be a fat slob walking will be an easier job
 - The fun way to keep fit its easy transport, and it's the way of the World! Walk = keep fit
 - That parents should be able to trust their kids and let them go out more often
 - I think children should walk unless it is too far and cycle if it is too far to walk
 - Walking to school is safer, helps the environment and you get fit
 - Walking keeps you healthy and fit
 - Better for everyone
 - Children should walk
 - Walk/Cycle to school - keep healthy
 - Help us stop global warming and abandon cars on the way to school
-
- You will wipe out the O-zone layer, you will get leprosy and your skin will fall off

- Walking and cycling is faster
- Walking to school is healthier
- Instead of getting a lift to school why not walk or cycle to school with your friends and it will be a lot of fun and it is helping the environment
- Join our walk to school week. If you can walk to school for the whole week you wont have to do homework for a whole week
- Walk to school, it is cool
- It would be nice if everyone could cycle or walk to school
- If you walk or cycle to school it keeps you healthy and fit
- Walk to school and be cool
- Walk or cycle to school and you will meet Roy Keane!
- It is quicker and easier to walk and safer if you go with someone else
- Think of the environment walk or cycle to school
- Children and parents are too lazy nowadays they take the car everywhere just for a few metres so I say get healthy and fit and lets walk of cycle to school
- Save the petrol money for something decent
- Walk to school, it is cool
- If your Mam is telling you to get off the couch, then walk
- Walk to school kids
- When you walk to school, for every step you take, you help the environment
- Cycling is quicker
- Cars pollute and bikes don't. Cycling to school is healthy
- It is more fun to cycle
- It is a good habit
- If you can walk or cycle to school
- Walk and be safe and help the environment
- You should let your children walk or cycle to school
- Driving to school is lazy, get out there, walking and cycling are healthy and it my be quicker driving to school is destroying the planet, walk or cycle do it now
- Car, Car go away come on back another day
- Only idiots drive, so let be smart walk or cycle to school
- Walk Walk Walk to school, Cycle, Cycle, Cycling's cool. Walkie, Talkie Cycling Biking, Walk Cycle Yeah Yeah Yeah
- Walk to school more because it is safer
- It helps the environment and keeps you fit
- Use your bike and your feet but not cars
- Don't pollute the planet, walk or cycle to school
- Walk to school, its fun
- Cycling is fun and it would help your muscles
- Cars are polluting the air so cycle or walk
- Driving is killing people so get on your bike and cycle or walk so do it or die
- Walk to school and live a life of health
- Walking to school is healthier and fun because you might meet a group of friends on the way and it is quicker because you wont be stuck in traffic
- Walking is fun, healthy, fast and efficient so why don't you try it
- Its fun healthy and comfortable to walk to school and its quicker
- Dear children, please try to walk or cycle to school because you want to be healthy and if you don't want to be fat 'walk'
- Walking and cycling are more fun than going by car
- Walking and cycling is much more fun, healthier and it doesn't cause pollution
- Walking is fun and good exercise the cook way to travel
- Be cool walk to school
- Two for one special, keep the earth and you healthy
- Get fit, keep environment safe there's lots of reasons to walk
- You will be late if you go by car and traffic is really bad
- It helps the environment and yourself so walk to school
- Walk to school - don't be a fool

- Walking keeps you fit and it is good exercise
- Walk to school if you live near enough if you don't cycle
- It is easier to walk or cycle to school because you wouldn't get stuck in traffic and you can go with your friends so you would feel safe and you can have fun too
- Walking to school is cool do it if you want to feel healthy and fit. Its an easy way to travel
- There is going to be more bike sheds and who ever uses the, get the day off homework
- Walking or cycling to school is a healthier, quicker way to get to school
- Keep the environment safe so we wont be a big disgrace
- as cool as you like with either skates shoes or bike so you go to school like this to be cool Reclaim the roads
- Walk to school its fun and healthy
- Dear children please try to walk or cycle if you drive to school, traffic will get you there later. There is no red light in walking. You can also keep healthy
- Cycle and be fit or walk with friends and have a laugh while you are being healthy
- Walking to school is cool
- Is healthier and it helps the environment
- Help save the environment and yourself Your earth, Your decision
- You are polluting the earth when you are in your car, you are not getting exercise, its lazy so walk to school and get fresh air and if you go to school on a bike you are saving yourself being stuck in traffic and cycling gives you exercise
- When you cycle there should be more cycle tracks and when walking more walking tracks
- Cycling and walking to school is cool to and from school
- Its fun, save the environment, walk if you can you get there quicker
- Be healthy walk and cycle to school, help the environment
- That it would be helping the environment and keeps you healthy
- It can be faster it helps the environment keeps you fit and healthy
- Stay healthy get fit have fun!!
- Cycling and walking is a better way to travel so don't waste your time travelling to school when you can get exercise
- Why pollute when you can walk
- It is your life, Think right
- Get fit, get healthy. get thin, get fresh air go WALKING!!! (Or cycling)
- To think of the environment. Also could much quicker if there was a lot of traffic
- If you would like to make a difference walk to school It keeps you cool, clean and healthy its also lots and lots of fun
- Cycling and walking to school is fun, quick, healthy and it doesn't cost you a penny
- Be healthy no need to be wealthy Walk!
- Be healthy walk or cycle to school
- It is healthier and it doesn't pollute the air, it doesn't cost a lot of money, and it is worth it
- Don't get caught in traffic walk or cycle instead Have fun and be cool
- Go Walking that's what to do go walking, walking is good for you, go walking
- Walk and cycle it is a better way to keep you fit
- Keep healthy have fun on your way to school and walk or cycle to school
- Walking or cycling is much healthier and faster and it is better for the environment
- Stay healthy and get exercise
- Walk to school its good for you Why not cycle it keeps you fit
- Walk to school it healthy for you Cycle to school its fun
- Walk to school to help the planet and to keep in shape
- Walking to school gives you strong, healthy bones. going by car pollutes our world
- g/Cycling to school is the healthy way to go to school, and it will keep you fit If you go by car it doesn't help you get any fitter
- You wont get any stronger or fitter if you go by car, so please get out there and walk or cycle to school. Think of your health
- Walking and Cycling is fun, healthier and better for our environment
- Lets try to keep fit and spare the air
- Walking is much healthier and you sometimes get to school quicker by walking

- Walking is healthy and good fun
- Walking or cycling is enjoyable fun, healthy and benefiting for you!!!
- Cycle or walk to school to save the planet, be healthy and have fun!
- Walk or cycle to school, save the planet for our children
- Walk to school and be healthy and everyday they would give you a lollipop or ice-cream and we would have a big party at the end of each year
- Walking and cycling is better because it doesn't pollute the air and is healthier
- Walking to school is more fun, its healthy, it doesn't pollute the air and sometimes it can be quicker if there is a traffic jam
- Walking or cycling is healthier, quicker, and helps the environment
- Cycling is cool. Keep fit and start walking or cycling to school

Healthy energising fun - What is it? - Walking!!! Walking - the right way to travel

A walk a day is a healthier way

Walking to school is healthy and quick

Suggested Personalities to promote the campaign (Q. 70)

- Arnold Schwarzenegger lift you across the road
- Shane Filian they will understand him
- Sonia O'Sullivan she is very healthy
- Westlife
- Spiderman because most of the children watch spider man
- Spiderman he travels by web
- D12 cool
- The Rock he would tell them to let me cycle
- The Rock he is real famous
- Sonia O'Sullivan she runs and would know about fitness
- Michael Owen because everybody likes soccer and people will listen
- Westlife they were in a lot of campaigns, Comic Relief, Childline and I would like them to partake in my campaign
- Arnold Schwarzenegger lift you across the road
- Steve Cabellero because he is my favourite skateboarder in the world
- Will Smith he's funny He'll make them laugh and let them like it
- Nicole Kidman because a lot of people like her and would like to be like her, and she could give them her autograph if they did
- Sonia O'Sullivan because she's very athletic
- Rodney Mullen because he is cool
- Sports person they are fit, healthy and probably wont give a bad message
- Will Smith
- Gareth Gates because he's cool and I think he would get the point across well
- Bono because I like him
- Sonia O'Sullivan because she is a runner and has to stay fit

Sample Schools

- Sonia O'Sullivan she is really fit and that shows what it can do for you
- Richard Burns because he is my favourite rally driver
- George Bush he is a great man
- Sean Connery everyone knows who he is
- David Beckham
- Bertie Ahern We will all be good
- Red Hot Chilli peppers they are an inspiration to me
- Steven Seagal he's my favourite actor and he's fit and healthy
- Steve Austin he's cool and everyone likes him
- Britney Spears people listen to her
- George Best he is one of the best footballers in the world and he is Irish
- Arnold Schwartznegger he has loads of muscles and could say you will be like me if you keep fit

- Steve Caballero pro skateboarder is famous and people would agree to walk or stake to school
- Britney Spears most of the girls and boys like her singing and they would probably listen to her about walking r cycling to school
- Don Conroy he loves nature
- Keith Wood really like him and he doesn't speak gibberish
- David Beckham he's good at football and is well known
- Samantha Mumba is a very good actor has been in a charity ad before
- Michael Owen because he's fit
- Sonia O'Sullivan she's a great athlete
- George Bush or Bill Clinton he's very famous and nice
- Pierce Brosnan he might know what he is talking about
- David Beckham he's healthy
- Roy Keane he is Irelands best footballer and is the captain
- Tony Hawk cool guy best skateboarder ever kids listen to him
- Sarah Michelle Gellar who wouldn't listen to her?
- Sarah Michelle Gellar people know her
- Sonia O'Sullivan everybody likes her
- Will Smith or Tom Cruise
- D12 they would help us kids
- Britney Spears, because a lot of people look up to her so they would listen carefully
- Samantha Mumba because she is a role model for loads of kids
- Bryoncay (Destiny's Child) I have a card it says she has power and I think she should help
- Geri Halliwell or Victoria Beckham because there both pretty and skinny and kids want to look good, and they are healthy and fit
- Michael Owen because he is very fit from running and walking and working-out
- Samantha Mumba because she is a really good singer
- Destiny's Child because they would sing it for me
- Blue because they are well known and people would listen to them
- Samantha Mumba most people like her
- Sonia O'Sullivan she's really healthy and fit she's a good runner. She would encourage people to walk
- Sinead from Six because she is really kind and I think she would be really helpful
- Michael Owen because he is a role model to some people
- Blue because I think that if there was a pop group walking or cycling then other people would too
- The Budweiser iguanas they are funny they catch your eye and you remember what they say
- Gareth Gates because I am sure lots of people would love to see him as they were walking to school
- JLO because a lot of people look up to her
- Robbie Williams because people will listen and take more notice of a very famous person
- Britney spears because most people like her and would listen to her
- David Boreanas because hes GEORGEIOUS!
- Britney Spears because lots of people are big fans of her and she has been in a lot of ads and most of them orked
- Beyonce she is healthy because she walks and dances. You can be like her if you walk
- Bryan McFadden (Westlife) because everybody would listen to him
- Destiny's child because they are cool and I'm sure people would listen to them
- Britney Spears because children and teenagers are like slaves for her and admire her so I think she would have a good influence on them
- Shane out of Westlife because he is my favourite celebrity
- U2 because of lot more people would listen to them
- Nicky out of Westlife because he gets driven everywhere
- Sonia O'Sullivan because she fit and healthy and famous
- Sonia O'Sullivan she is healthy and sporty and she might encourage people to walk
- Michael Owen because he is very fit and people know what you can do if you exercise like him
- Westlife because everyone loves them
- Jennifer Lopez because very one loves her and she has a great figure so you would want to know her secret
- Britney Spears alot of schoolgirls would like to be like her and they would copy her if she campaigned
- Britney Spears because she would be able to make a cool song for the campaign

- Six because they are Irish and new so it would help them get publicity
- Britney Spears because she is so pretty and she is a really good singer and mostly everybody likes her
- Britney Spears people listen to her
- Britney spears because she keeps fit and I feel would put the message across well. People would listen to her
- Michael Jackson because they don't show a lot of a really good singer and dancer
- Roy Keane, he s my favourite celebrity
- Michael Jackson he s my favourite singer
- Pierce Brosnan He is fit, healthy and Iris, and nice (I met him)
- Terry Henry because he plays for Arsenal
- Pierce Brosnan he looks healthy and fit
- Roy Keane because hes my favourite celebrity
- Pierce Brosnan people would love to meet hime so they would definitely come
- Dr Dre and Snoop Dog
- 'seven of nine' fro Star Trek voyager, very sexy and smart
- Anna Kornikove, because she's fine, nice, perfect body and lovely smile
- Roy Keane because everyone likes him
- Henrik Lasso He is my idol and the best footballer there ever was
- Britney Spears because she has a great body
- Anna Kornikova because she looks good and people would think if she does it and looks good then they can do the same
- Roy Keane. Boys see him as a great footballer and girls 'fancy' him, this would motivate them a lot
- Pierce Brosnan He always keeps fit for whenever my mum sees him
- Pierce Brosnan because he is Irish
- Jennifer Lopez she is sexy
- Britney Spears, anybody would follow her
- Kurt Cobain he is cool
- Andy Cole he is my favourite football player
- Tom Hanks, he was is Castaway
- Shay Given he is my favourite football player
- Tom Cruise he is a brilliant celebrity and some people would follow him
- Damien Duff Because he is a real good footballer
- Roy Keane Footballs very popular with the world cup
- Bart Simpson because most people notice him
- Roy Keane because everyone respects him and thinks he is God so will do what he says
- Roy Keane because he is famous and most people I know would do whatever he says
- Roy Keane because everyone loves him and they'll listen to him and I would like to be in it
- Bertie Ahern and Mary McAleese
- Arnold Schwarzenegger because he is strong and muscularly
- Robbie Keane because he is my favourite Irish player on the Irish team
- Roy Keane He is very popular and kids would pay attention
- Roy Keane everyone knows him
- Kurt Cobhein because he is cool
- Roy Keane everyone respects him
- Roy Keane because he captains Ireland and people would look at an ad if they see Roy Keane
- Roy Keane because he is fit
- Roy Keane because he is fit
- Sonia O'Sullivan because she is Irish and walks a lot more because she is a famous runner
- Westlife because their brilliant and people thing they're cool so if they say walk to school people will think its the cool thing to do
- Brad Pitt because he is famous and everyone likes him
- Gareth Gates because lots of girls would love to do it then
- Britney spears or Jennifer Lopez and Billy Joel, Brad Pitt because people would listen
- David Beckham because he is fit and cute and would get the message across
- Westlife because they are very popular with all ages
- Somebody Irish who is popular, Westlife it might encourage young people

- Roy Keane because he is fit, and would be a good person to get the message through, people would listen to him
- Brad Pitt or Roy Keane
- Westlife because nearly everyone loves them
- David Boreanag he is my favourite actor
- Bono from U2 because he is famous and he is coo
- Carla Elliot because I know er and she's always in the paper and she'll get the message across
- Sarah Michelle Gellar/ David Boreanaz because most people like her and I think everyone would do it then
- Brad Pitt because everyone loves him and would do anything for him and he is gorgeous
- Kylie Minogue lots of eople look up to her so she would be a great way to get the message across
- Bono because you see him in everything anyway
- Westlife they are my favourite band
- Brad Pitt because they world love Brad Pitt He will grab attention. Make people see sense.
- Brad Pitt or Brian McFadden because everyone likes and they're both good looking
- Brad Pitt because everyone would think they were cool if they were walking to school with Brad Pitt
- Pink because people would listen to her
- David Beckham I think it would get more children to walk to school if there was a famous footballer
- Cat Deely because most people listen to her because she's on SMTV and CDUK
- S Club 7 people will listen to them. I know I would and they would get the message across to people
- Westlife because they are Iris I think they would care more
- Bryan from Westlife because he lived in Dublin and he probably walked to school. He could walk and show everyone that its fun
- Shane from Westlife because people would do it because they like him
- Geri Halliwell because she knows how to keep fit and how healthy it is
- Sonia O'Sullivan because she could say how good it is for you and people might listen more to a professional runner
- Sonia O'Sullivan because I would say she is in the open a lot and would think that you should walk or cycle rather than going by car and people would listen to her
- Jennifer Lopez because she can convince many people to walk and cycle than polluting the air
- Gareth Gates (such a good singer) because everyone loves him
- Eminem because most people like him and would listen to him
- Roy Keane because he is healthy and god looking and I could get his autograph and because he is very good at football
- Enya because she is very interested in the environment
- Six because they would be a good influence
- Sonia O'Sullivan because she is a runner and knows all about getting exercise
- Roy Keane because he is a sports person and he has a lot of fans
- Brad Pitt everybody loves him
- David Beckham He is very fit and healthy he is gorgeous and he's my favourite footballer and I support Manchester United
- Mark from Westlife because he is always supporting everything and gives a lot of good advice
- Gareth Gates because people would listen to him or Victoria Beckham because she is so famous
- Sum41 because a lot of people like and respect them and if children think it cool for them to walk and cycle they will do it
- Gareth Gates, I think people would listen to Gareth because he's a good influence! He also won 2nd place in Pop Idol
- Gareth Gates because if they see Gareth Gates supporting it they might start walking
- Eminem hes my favourite celebrity
- Brad Pitt or Gareth Gates because they could attract people
- Celtic Football Club because everyone nearly in Ireland support Celtic, and because they are an excellent team
- Shakira because she's very popular and most girls think she's great and most boys fancy her! So she might influence people's opinion on driving to school
- Jennifer Lopez because she says she doesn't care what about anybody's body shape is like its the person inside that matters
- Gareth Gates because everyone likes him
- Shane Westlife, everyone likes him

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- Britney Spears because everyone loves Britney and she is a good role model
 - Westlife because children would listen to their pop idols instead of anyone else
 - Westlife because most people like Westlife so they will do what they say
 - The Celtic Football Team a lot of boys like them and me and my best friend Aisling would do anything they asked us
 - Gareth Gates He's gorgeous and he's so popular and has overcome a problem of his own (speech impediment) so children would listen to him
 - Dustin (Den 2) he would make it popular
 - Kian from Westlife he would be able to get the message across quicker and better because he would have the best car and do it properly
 - Britney Spears because she is popular

Awareness of Problem(s)

How serious do you think the following are in your school?

The table below shows in summary form the perceived seriousness of problems by the sample school AFTER the campaign. The detailed results following this table demonstrate that there were insignificant differences in the before and after campaign statistics.

	Extremely serious	Fairly serious	Slight problem	No problem	TOTAL
Drop off jams	26.9 (67)	43.8 (109)	22.9 (57)	6.4 (16)	100 (249)
Road safety	55.0 (137)	27.7 (69)	11.2 (28)	6.0 (15)	100 (249)
Fitness/health	26.4 (66)	28.8 (72)	22.4 (56)	22.4 (56)	100 (250)
Approached/followed	63.7 (160)	11.2 (28)	5.2 (13)	19.9 (50)	100 (251)
Being bullied	48.4 (122)	20.6 (52)	11.1 (28)	19.8 (50)	100 (252)
Crime	40.2 (100)	18.9 (47)	12.0 (30)	28.9 (72)	100 (249)
School bags	32.9 (83)	25.4 (64)	25.0 (63)	16.7 (42)	100 (252)
Total	42.0 (735)	25.2 (441)	15.7 (275)	17.2 (301)	100 (1752)

Dependence is highly significant. Chi2 = 252.22, df = 18, 1-p = >99.99%.

% de variance expliquée : 33.36%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Chi2 is calculated on the table of citations (marginal frequencies equal to the sum of row/column frequencies).

This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter:

Site = "Sample"
and Period = "period 2"

Traffic jams when pupils are being dropped off.

Period 1

Site	Drop off jams Extremely serious	Drop off jams Fairly serious	Drop off jams problem
Control	13	15	9
Sample	56	90	80
TOTAL	69	105	89

Dependence is not significant. Chi2 = 2.46, df = 2, 1-p = 70.71%.

% de variance expliquée : 0.92%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'P1' containing 266 observations and defined by the following filter:

School Amongst "Sandyford National ; Griffith Ave ; St Cronans ; Rathmichael ; St Josephs BNS ; Presentation Primary Terenure"
and Period = "period 1"

Period 2

Site	Drop off jams Extremely serious	Drop off jams Fairly serious	Slight problem/No problem
Control	9	14	8
Sample	67	109	73
TOTAL	76	123	81

The distribution difference between 'Control' and 'Sample' is not significant. Chi2 = 0.18, 1-p = 8.39%

Interaction of 'Period' and 'Site' for 'Drop off jams'

	Control	Sample	TOTAL
period 1	3.08	2.84	2.87
period 2	3.00	2.91	2.92
TOTAL	3.04	2.88	2.90

The table values are the means of the variable Drop off jams for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant (V_inter = 0.35, V_intra = 0.74, F = 0.47, 1-p = 49.92%)
- Global effect of 'Site' is highly significant (V_inter = 6.20, V_intra = 0.74, F = 8.37, 1-p = 99.59%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant (V_inter = 0.35, V_intra = 0.75, F = 0.47, 1-p = 49.83%)
- Principal effect of 'Site' is highly significant (V_inter = 6.20, V_intra = 0.75, F = 8.31, 1-p = 99.58%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = -4.07, V_intra = 0.75, F = -5.46, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is no change in awareness of problems in relation to traffic jams being caused by parents dropping off children.**

'Road safety'

Period 1

Site	Road safety Extremely serious	Road safety Fairly serious	Slight problem/No problem
Control	17	13	7
Sample	115	59	54
TOTAL	132	72	61

The distribution difference between 'Control' and 'Sample' is not significant. Chi2 = 1.45, 1-p = 51.50%)

Period 2

Site	Road safety Extremely serious	Road safety Fairly serious	Slight problem/No problem
Control	15	6	10
Sample	137	69	43
TOTAL	152	75	53

The distribution difference between 'Control' and 'Sample' is slightly significant. (Chi2 = 4.21, 1-p = 87.84%)

Interaction of 'Period' and 'Site' for 'Road safety'

	Control	Sample	TOTAL
period 1	3.24	3.18	3.18
period 2	3.03	3.32	3.29
TOTAL	3.15	3.25	3.24

The table values are the means of the variable Road safety for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant ($V_{inter} = 1.38$, $V_{intra} = 0.90$, $F = 1.54$, 1-p = 78.69%)
- Global effect of 'Site' is slightly significant ($V_{inter} = 2.30$, $V_{intra} = 0.90$, $F = 2.54$, 1-p = 89.30%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant ($V_{inter} = 1.38$, $V_{intra} = 0.90$, $F = 1.53$, 1-p = 78.59%)
- Principal effect of 'Site' is slightly significant ($V_{inter} = 2.30$, $V_{intra} = 0.90$, $F = 2.54$, 1-p = 89.25%)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = 0.09$, $V_{intra} = 0.90$, $F = 0.10$, 1-p = 25.25%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is no effect on perceptions of road safety problems**

'Fitness/health of pupils in this school'

Period 1

Site	Fitness/health Extremely serious	Fitness/health Fairly serious	Fitness/health Slight problem	Fitness/health No problem
Control	2	11	7	16
Sample	41	54	64	67
TOTAL	43	65	71	83

Dependence is slightly significant. Chi2 = 6.60, df = 3, 1-p = 91.43%.

% de variance expliquée : 2.48%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Period 2

Site	Fitness/health Extremely serious	Fitness/health Fairly serious	Fitness/health problem
Control	9	8	14
Sample	66	72	112
TOTAL	75	80	126

Dependence is not significant. Chi2 = 0.16, df = 2, 1-p = 7.65%.

% de variance expliquée : 0.06%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'p2' containing 283 observations and defined by the following filter:
Period = "period 2"

Interaction of 'Period' and 'Site' for 'Fitness/health'

	Control	Sample	TOTAL
period 1	1.97	2.31	2.26
period 2	2.77	2.59	2.61
TOTAL	2.34	2.46	2.44

The table values are the means of the variable Fitness/health for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is highly significant (V_inter = 16.85, V_intra = 1.17, F = 14.36, 1-p = 99.98%)
- Global effect of 'Site' is slightly significant (V_inter = 2.79, V_intra = 1.20, F = 2.32, 1-p = 87.60%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is highly significant (V_inter = 16.85, V_intra = 1.18, F = 14.32, 1-p = 99.97%)
- Principal effect of 'Site' is slightly significant (V_inter = 2.79, V_intra = 1.18, F = 2.37, 1-p = 88.03%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = 1.57, V_intra = 1.18, F = 1.33, 1-p = 75.27%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **Awareness of fitness and health issues has increased in the control schools**

'Being approached/followed'

Period 1

Site	Approached/ followed Ext remely serio us	Fairly seriou s/slight	Approached/ followed No problem
Control	16	5	13
Sample	143	40	44
TOTAL	159	45	57

Dependence is significant. Chi2 = 6.19, df = 2, 1-p = 95.47%.

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

The distribution difference between 'Control' and 'Sample' is significant. (Chi2 = 6.19, 1-p = 95.47%)

Period 2

	Extremely serious	Fairly serious/sligh t	No problem
Control	13	9	9
Sample	160	41	50
TOTAL	173	50	59

Dependence is slightly significant. Chi2 = 5.74, df = 2, 1-p = 94.34%.

The distribution difference between 'Control' and 'Sample' is slightly significant. (Chi2 = 5.74, 1-p = 94.34%)

Interaction of 'Period' and 'Site' for 'Approached/followed'

	Control	Sample	TOTAL
period 1	2.65	3.18	3.11
period 2	2.77	3.19	3.14
TOTAL	2.71	3.18	3.13

The table values are the means of the variable Approached/followed for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant (V_inter = 0.16, V_intra = 1.51, F = 0.11, 1-p = 26.00%)
- Global effect of 'Site' is highly significant (V_inter = 50.07, V_intra = 1.49, F = 33.58, 1-p = >99.99%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant (V_inter = 0.16, V_intra = 1.50, F = 0.11, 1-p = 26.07%)
- Principal effect of 'Site' is highly significant (V_inter = 50.07, V_intra = 1.50, F = 33.28, 1-p = >99.99%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = -37.08, V_intra = 1.50, F = -24.65, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is a slight increase in awareness of danger in the control schools**

'Being bullied'

Period 1

	Extremely serious	Fairly serious	Slight problem	No problem
Control	13	8	3	11
Sample	109	45	24	50
TOTAL	122	53	27	61

The distribution difference between 'Control' and 'Sample' is not significant. (Chi2 = 2.18, 1-p = 46.48%)

Period 2

	Being bullied Extremely serious	Fairly serious/slight	Being bullied No problem
Control	14	9	7
Sample	122	80	50
TOTAL	136	89	57

The distribution difference between 'Control' and 'Sample' is not significant. (Chi2 = 0.20, 1-p = 9.72%)

Interaction of 'Period' and 'Site' for 'Being bullied'

	Control	Sample	TOTAL
period 1	2.74	3.04	3.00
period 2	3.00	3.09	3.08
TOTAL	2.86	3.06	3.04

The table values are the means of the variable Being bullied for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant ($V_{inter} = 0.83$, $V_{intra} = 1.34$, $F = 0.62$, 1-p = 56.19%)
- Global effect of 'Site' is highly significant ($V_{inter} = 9.18$, $V_{intra} = 1.34$, $F = 6.86$, 1-p = 99.11%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant ($V_{inter} = 0.83$, $V_{intra} = 1.35$, $F = 0.61$, 1-p = 56.06%)
- Principal effect of 'Site' is highly significant ($V_{inter} = 9.18$, $V_{intra} = 1.35$, $F = 6.81$, 1-p = 99.09%)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = -6.31$, $V_{intra} = 1.35$, $F = -4.68$, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is no change in awareness**

'Crime'

Period 1

Site	Crime Extremely	Crime Fairly serious	Crime Slight problem	Crime No problem
Control	10	7	4	13
Sample	70	63	31	61
TOTAL	80	70	35	74

Dependence is not significant. Chi2 = 2.00, df = 3, 1-p = 42.67%.

Period 2

Site	Crime Extremely	Crime Fairly serious	Crime Slight problem	Crime No problem
Control	11	4	6	10
Sample	100	47	30	72
TOTAL	111	51	36	82

Dependence is not significant. Chi2 = 1.94, df = 3, 1-p = 41.54%.

The distribution difference between 'Control' and 'Sample' is not significant. (Chi2 = 1.94, 1-p = 41.54%)

Interaction of 'Period' and 'Site' for 'Crime'

	Control	Sample	TOTAL
period 1	2.41	2.63	2.60
period 2	2.52	2.70	2.68
TOTAL	2.46	2.67	2.64

The table values are the means of the variable Crime for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant (V_inter = 0.86, V_intra = 1.52, F = 0.56, 1-p = 54.05%)
- Global effect of 'Site' is significant (V_inter = 9.47, V_intra = 1.52, F = 6.24, 1-p = 98.77%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant (V_inter = 0.86, V_intra = 1.53, F = 0.56, 1-p = 53.90%)
- Principal effect of 'Site' is significant (V_inter = 9.47, V_intra = 1.53, F = 6.19, 1-p = 98.73%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = -7.09, V_intra = 1.53, F = -4.63, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is no change in awareness**

'Weight of school bags'

Period 1

Site	School bags Extremely serious	School bags Fairly serious	School bags Slight problem	School bags No problem
Control	11	6	11	8
Sample	62	43	68	55
TOTAL	73	49	79	63

Dependence is not significant. Chi2 = 0.26, df = 3, 1-p = 3.27%.

The distribution difference between 'Control' and 'Sample' is not significant. (Chi2 = 0.26, 1-p = 3.27%)

Period 2

Site	School bags Extremely serious	School bags Fairly serious	School bags Slight problem	School bags No problem
Control	8	9	3	11
Sample	83	64	63	42
TOTAL	91	73	66	53

Dependence is significant. Chi2 = 8.58, df = 3, 1-p = 96.45%.

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

The distribution difference between 'Control' and 'Sample' is significant. (Chi2 = 8.58, 1-p = 96.45%)

Interaction of 'Period' and 'Site' for 'School bags'

	Control	Sample	TOTAL
period 1	2.56	2.49	2.50
period 2	2.45	2.75	2.71
TOTAL	2.51	2.63	2.61

The table values are the means of the variable School bags for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is significant ($V_{\text{inter}} = 6.24$, $V_{\text{intra}} = 1.25$, $F = 4.98$, $1-p = 97.53\%$)
- Global effect of 'Site' is slightly significant ($V_{\text{inter}} = 3.07$, $V_{\text{intra}} = 1.26$, $F = 2.43$, $1-p = 88.45\%$)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is significant ($V_{\text{inter}} = 6.24$, $V_{\text{intra}} = 1.26$, $F = 4.95$, $1-p = 97.49\%$)
- Principal effect of 'Site' is slightly significant ($V_{\text{inter}} = 3.07$, $V_{\text{intra}} = 1.26$, $F = 2.43$, $1-p = 88.49\%$)
- Interaction of 'Period' and 'Site' is not significant ($V_{\text{inter}} = -0.55$, $V_{\text{intra}} = 1.26$, $F = -0.43$, $1-p = 0.00\%$)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There may be a slight heightening of awareness of the weight of school bags in the sample schools**

Acceptance of responsibility

Summary of mean scores from sample schools in period 2

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	TOTAL
Reduce by car	22.2 (56)	44.3 (113)	23.4 (59)	6.3 (16)	3.2 (8)	100 (252)
Less car if PT better	17.4 (43)	25.1 (62)	31.2 (77)	21.1 (52)	5.3 (13)	100 (247)
Cycle if safer	29.1 (72)	25.5 (63)	17.8 (44)	21.1 (52)	6.5 (16)	100 (247)
Cycle if friends did	15.2 (38)	29.2 (73)	20.4 (51)	24.8 (62)	10.4 (26)	100 (250)
Cycle if facilities	15.0 (37)	15.4 (38)	23.1 (57)	32.4 (80)	14.2 (35)	100 (247)
Cycle parents allow	20.5 (51)	22.1 (55)	18.9 (47)	24.9 (62)	13.7 (34)	100 (249)
Cycle no uniform	31.9 (79)	16.5 (41)	20.2 (50)	18.1 (45)	13.3 (33)	100 (248)
Walk parents allow	18.7 (45)	18.3 (44)	22.4 (54)	19.5 (47)	21.2 (51)	100 (241)
Walk if friends did	19.9 (49)	25.2 (62)	20.3 (50)	19.9 (49)	14.6 (36)	100 (246)
Walk if safe route	18.0 (44)	21.3 (52)	23.8 (58)	22.1 (54)	14.8 (36)	100 (244)
Intend to cycle more	19.6 (49)	16.0 (40)	26.8 (67)	20.8 (52)	16.8 (42)	100 (250)
Intend to walk more	28.5 (70)	22.0 (54)	23.2 (57)	15.0 (37)	11.4 (28)	100 (246)
Encourage parents	32.4 (80)	25.9 (64)	19.4 (48)	10.5 (26)	11.7 (29)	100 (247)
Total	22.2 (713)	23.7 (761)	22.4 (719)	19.7 (634)	12.0 (387)	100 (3214)

Dependence is highly significant. Chi2 = 266.31, df = 48, 1-p = >99.99%.

% de variance expliquée : 26.42%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter:

Site = "Sample"
and Period = "period 2"

Something should be done to reduce the number of children coming to school by car

Period 1

Site	Reduce by car Strongly agree	Reduce by car Agree	Reduce by car Not sure	Disagree/Strongly disagree
Control	6	15	11	4
Sample	31	91	82	22
TOTAL	37	106	93	26

Dependence is not significant. Chi2 = 0.55, df = 3, 1-p = 9.28%.

Period 2

Site	Reduce by car Strongly agree	Reduce by car Agree	Reduce by car Not sure	Disagree/Strongly disagree
Control	6	9	13	3
Sample	56	113	59	24
TOTAL	62	122	72	27

Dependence is slightly significant. Chi2 = 5.43, df = 3, 1-p = 85.69%.

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Interaction of 'Period' and 'Site' for 'Reduce by car'

	Control	Sample	TOTAL
period 1	3.61	3.54	3.55
period 2	3.55	3.77	3.74
TOTAL	3.58	3.66	3.65

The table values are the means of the variable Reduce by car for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is significant ($V_{inter} = 4.84$, $V_{intra} = 0.91$, $F = 5.31$, $1-p = 97.95\%$)
- Global effect of 'Site' is not significant ($V_{inter} = 1.39$, $V_{intra} = 0.92$, $F = 1.51$, $1-p = 78.22\%$)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is significant ($V_{inter} = 4.84$, $V_{intra} = 0.92$, $F = 5.28$, $1-p = 97.91\%$)
- Principal effect of 'Site' is not significant ($V_{inter} = 1.39$, $V_{intra} = 0.92$, $F = 1.51$, $1-p = 78.29\%$)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = 0.06$, $V_{intra} = 0.92$, $F = 0.06$, $1-p = 21.21\%$)

Warning, the dependence between 'Period' and 'Site' is not significant. $Chi2 = 1.10$, $df = 1$, $1-p = 70.66\%$.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is no change in acceptance of responsibility following the campaign**

'Children should encourage parents to use car less'

Period 1

Site	Encourage parents Strongly agree	Encourage parents Agree	Encourage parents Not sure	Encourage parents Disagree
Control	6	10	12	8
Sample	56	78	37	50
TOTAL	62	88	49	58

The distribution difference between 'Control' and 'Sample' is slightly significant. ($Chi2 = 5.95$, $1-p = 88.58\%$)

Period 2

Site	Encourage parents Strongly agree	Encourage parents Agree	Encourage parents Not sure	Encourage parents Disagree	Encourage parents Strongly disagree
Control	4	8	7	5	6
Sample	80	64	48	26	29
TOTAL	84	72	55	31	35

Dependence is not significant. $Chi2 = 5.76$, $df = 4$, $1-p = 78.21\%$.
% de variance expliquée : 2.04%

Interaction of 'Period' and 'Site' for 'Children should encourage parents to use car less'

	Control	Sample	TOTAL
period 1	3.31	3.53	3.50
period 2	2.97	3.57	3.50
TOTAL	3.15	3.55	3.50

The table values are the means of the variable Encourage parents for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant ($V_{inter} = 0.00$, $V_{intra} = 1.72$, $F = 0.00$, $1-p = 7.61\%$)
- Global effect of 'Site' is highly significant ($V_{inter} = 34.31$, $V_{intra} = 1.71$, $F = 20.09$, $1-p = >99.99\%$)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant ($V_{inter} = 0.00$, $V_{intra} = 1.72$, $F = 0.00$, $1-p = 7.61\%$)
- Principal effect of 'Site' is highly significant ($V_{inter} = 34.31$, $V_{intra} = 1.72$, $F = 19.95$, $1-p = >99.99\%$)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = -23.12$, $V_{intra} = 1.72$, $F = -13.45$, $1-p = 0.00\%$)

Warning, the dependence between 'Period' and 'Site' is not significant. $Chi2 = 1.10$, $df = 1$, $1-p = 70.66\%$.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **Change is observed only in the Control sample**

Perception of Options

Car vs. Public Transport

I would use car less if PT were better

Period 1

Site	Less car if PT better Strongly agree	Less car if PT better Agree	Less car if PT better Not sure	Disagree/Strongly disagree
Control	10	11	6	10
Sample	36	56	71	52
TOTAL	46	67	77	62

Dependence is not significant. Chi2 = 5.01, df = 3, 1-p = 82.90%.

Period 2

Site	Less car if PT better Strongly agree	Less car if PT better Agree	Less car if PT better Not sure	Disagree/Strongly disagree
Control	5	11	8	7
Sample	43	62	77	65
TOTAL	48	73	85	72

Dependence is not significant. Chi2 = 1.56, df = 3, 1-p = 33.26%.

Interaction of 'Period' and 'Site' for I would travel less by car if public transport were better

	Control	Sample	TOTAL
period 1	3.57	3.28	3.33
period 2	3.42	3.28	3.30
TOTAL	3.50	3.28	3.31

The table values are the means of the variable Less car if PT better for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant (V_inter = 0.10, V_intra = 1.30, F = 0.07, 1-p = 22.29%)
- Global effect of 'Site' is highly significant (V_inter = 10.11, V_intra = 1.29, F = 7.82, 1-p = 99.46%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant (V_inter = 0.10, V_intra = 1.30, F = 0.07, 1-p = 22.25%)
- Principal effect of 'Site' is highly significant (V_inter = 10.11, V_intra = 1.30, F = 7.75, 1-p = 99.44%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = -7.06, V_intra = 1.30, F = -5.41, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%)

- **No significant change has been observed**

Perception of cycling

Cycle if better facilities at school

Period 1

Site	Cycle if facilities Strongly agree	Cycle if facilities Agree	Cycle if facilities Not sure	Disagree/Strongly disagree
Control	5	14	11	7
Sample	29	52	54	83
TOTAL	34	66	65	90

Dependence is slightly significant. Chi2 = 5.98, df = 3, 1-p = 88.76%.

Period 2

Site	Cycle if facilities Strongly agree	Cycle if facilities Agree	Cycle if facilities Not sure	Disagree/Strongly disagree
Control	4	7	11	9
Sample	37	38	57	115
TOTAL	41	45	68	124

Dependence is not significant. Chi2 = 4.59, df = 3, 1-p = 79.58%.

Interaction of 'Period' and 'Site' for 'I would cycle if facilities were better'

	Control	Sample	TOTAL
period 1	3.46	3.01	3.08
period 2	3.19	2.85	2.88
TOTAL	3.34	2.92	2.98

The table values are the means of the variable Cycle if facilities for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is slightly significant (V_inter = 4.98, V_intra = 1.50, F = 3.32, 1-p = 93.45%)
- Global effect of 'Site' is highly significant (V_inter = 36.95, V_intra = 1.49, F = 24.79, 1-p = >99.99%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is slightly significant (V_inter = 4.98, V_intra = 1.50, F = 3.33, 1-p = 93.49%)
- Principal effect of 'Site' is highly significant (V_inter = 36.95, V_intra = 1.50, F = 24.69, 1-p = >99.99%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = -27.35, V_intra = 1.50, F = -18.27, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is a slight effect post-campaign – however it is in the wrong direction.**

Cycle if safer

Period 1

Site	Cycle if safer Strongly agree	Cycle if safer Agree	Cycle if safer Not sure	Disagree/Str ongly disagr ee
Control	13	14	3	7
Sample	74	58	38	54
TOTAL	87	72	41	61

Dependence is not significant. Chi2 = 3.64, df = 3, 1-p = 69.64%.

Period 2

Site	Cycle if safer Strongly agree	Cycle if safer Agree	Cycle if safer Not sure	Disagree/Str ongly disagr ee
Control	11	10	6	4
Sample	72	63	44	68
TOTAL	83	73	50	72

Dependence is not significant. Chi2 = 3.16, df = 3, 1-p = 63.24%.

Interaction of 'Period' and 'Site' for I would cycle if safer

	Control	Sample	TOTAL
period 1	3.84	3.63	3.66
period 2	3.90	3.50	3.54
TOTAL	3.87	3.56	3.60

The table values are the means of the variable Cycle if safer for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant ($V_{inter} = 1.93$, $V_{intra} = 1.57$, $F = 1.22$, $1-p = 73.17\%$)
- Global effect of 'Site' is highly significant ($V_{inter} = 20.16$, $V_{intra} = 1.57$, $F = 12.86$, $1-p = 99.95\%$)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant ($V_{inter} = 1.93$, $V_{intra} = 1.58$, $F = 1.22$, $1-p = 73.11\%$)
- Principal effect of 'Site' is highly significant ($V_{inter} = 20.16$, $V_{intra} = 1.58$, $F = 12.78$, $1-p = 99.95\%$)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = -14.32$, $V_{intra} = 1.58$, $F = -9.07$, $1-p = 0.00\%$)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is no intention to change**

Cycle if friends did

Period 1

Site	Cycle if friends did Strongly agree	Cycle if friends did Agree	Cycle if friends did Not sure	Disagree/Strongly disagree
Control	6	12	9	10
Sample	34	57	54	76
TOTAL	40	69	63	86

Dependence is not significant. Chi2 = 1.05, df = 3, 1-p = 21.14%.

Period 2

Site	Cycle if friends did Strongly agree	Cycle if friends did Agree	Cycle if friends did Not sure	Disagree/Strongly disagree
Control	6	11	7	7
Sample	38	73	51	88
TOTAL	44	84	58	95

Dependence is not significant. Chi2 = 2.03, df = 3, 1-p = 43.40%.

The distribution difference between 'Control' and 'Sample' is not significant.(Chi2 = 2.03, 1-p = 43.40%)

Interaction of 'Period' and 'Site' for 'Cycle if friends did'

	Control	Sample	TOTAL
period 1	3.38	3.14	3.17
period 2	3.45	3.14	3.17
TOTAL	3.41	3.14	3.17

The table values are the means of the variable Cycle if friends did for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant (V_inter = 0.00, V_intra = 1.47, F = 0.00, 1-p = 5.07%)
- Global effect of 'Site' is highly significant (V_inter = 16.16, V_intra = 1.47, F = 11.03, 1-p = 99.89%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant (V_inter = 0.00, V_intra = 1.48, F = 0.00, 1-p = 5.07%)
- Principal effect of 'Site' is highly significant (V_inter = 16.16, V_intra = 1.48, F = 10.92, 1-p = 99.88%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = -11.69, V_intra = 1.48, F = -7.90, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **Again there is no intention to change behaviour**

'I would cycle if my parents allowed'

Period 1

Site	Cycle parents allow Strongly	Cycle parents allow Agree	Cycle parents allow Not sure	Disagree/Strongly disagree
Control	16	6	8	6
Sample	48	65	40	64
TOTAL	64	71	48	70

Dependence is significant. Chi2 = 10.10, df = 3, 1-p = 98.22%.

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

The distribution difference between 'Control' and 'Sample' is significant. Chi2 = 10.10, 1-p = 98.22%)

Period 2

Site	Cycle parents allow Strongly	Cycle parents allow Agree	Cycle parents allow Not sure	Disagree/Strongly disagree
Control	8	8	7	7
Sample	51	55	47	96
TOTAL	59	63	54	103

Dependence is not significant. Chi2 = 2.69, df = 3, 1-p = 55.77%.

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Interaction of 'Period' and 'Site' for 'I would cycle if my parents allowed'

	Control	Sample	TOTAL
period 1	3.86	3.35	3.43
period 2	3.53	3.11	3.15
TOTAL	3.71	3.22	3.28

The table values are the means of the variable Cycle parents allow for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is significant ($V_{inter} = 9.87$, $V_{intra} = 1.73$, $F = 5.72$, 1-p = 98.37%)
- Global effect of 'Site' is highly significant ($V_{inter} = 52.20$, $V_{intra} = 1.72$, $F = 30.39$, 1-p = >99.99%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is significant ($V_{inter} = 9.87$, $V_{intra} = 1.72$, $F = 5.75$, 1-p = 98.39%)
- Principal effect of 'Site' is highly significant ($V_{inter} = 52.20$, $V_{intra} = 1.72$, $F = 30.40$, 1-p = >99.99%)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = -39.46$, $V_{intra} = 1.72$, $F = -22.98$, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **Any intention to change behaviour was seen in the Control sample before the campaign**

'Cycle if no uniform'

Period 1

Site	Cycle no uniform Strongly agree	Cycle no uniform Agree	Cycle no uniform Not sure	Cycle no uniform Disagree	Cycle no uniform Strongly disagree
Control	9	6	8	6	6
Sample	65	41	34	57	23
TOTAL	74	47	42	63	29

Dependence is not significant. Chi2 = 3.32, df = 4, 1-p = 49.44%.

Period 2

Site	Cycle no uniform Strongly agree	Cycle no uniform Agree	Cycle no uniform Not sure	Cycle no uniform Disagree	Cycle no uniform Strongly disagree
Control	10	4	7	6	4
Sample	79	41	50	45	33
TOTAL	89	45	57	51	37

Dependence is not significant. Chi2 = 0.33, df = 4, 1-p = 1.23%.

Interaction of 'Period' and 'Site' for 'Cycle no uniform'

	Control	Sample	TOTAL
period 1	3.17	3.31	3.29
period 2	3.32	3.35	3.35
TOTAL	3.24	3.33	3.32

The table values are the means of the variable Cycle no uniform for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant (V_inter = 0.50, V_intra = 2.00, F = 0.25, 1-p = 37.53%)
- Global effect of 'Site' is not significant (V_inter = 1.81, V_intra = 2.00, F = 0.90, 1-p = 65.47%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant (V_inter = 0.50, V_intra = 2.02, F = 0.25, 1-p = 37.38%)
- Principal effect of 'Site' is not significant (V_inter = 1.81, V_intra = 2.02, F = 0.89, 1-p = 65.25%)
- Interaction of 'Period' and 'Site' is not significant (V_inter = -1.21, V_intra = 2.02, F = -0.60, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **The often mentioned excuse that I would cycle if I did not have to wear uniform is not supported**

Perception of walking

'Walk if safe route'

Period 1

Site	Walk if safe route Strongly agree	Walk if safe route Agree	Walk if safe route Not sure & disagree
Control	12	7	18
Sample	35	51	125
TOTAL	47	58	143

Cells have been aggregated due to low frequencies in not sure and disagree strongly cells

Dependence is slightly significant. Chi2 = 5.15, df = 2, 1-p = 92.40%.

Period 2

Site	Walk if safe route Strongly agree	Walk if safe route Agree	Walk if safe route Not sure	Walk if safe route Disagree
Control	10	6	7	8
Sample	44	52	58	90
TOTAL	54	58	65	98

Dependence is not significant. Chi2 = 3.85, df = 3, 1-p = 72.17%.

Interaction of 'Period' and 'Site' for 'Walk if safe route'

	Control	Sample	TOTAL
period 1	3.35	3.04	3.08
period 2	3.52	3.06	3.11
TOTAL	3.43	3.05	3.10

The table values are the means of the variable Walk if safe route for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant ($V_{inter} = 0.08$, $V_{intra} = 1.77$, $F = 0.04$, 1-p = 18.36%)
- Global effect of 'Site' is highly significant ($V_{inter} = 30.42$, $V_{intra} = 1.75$, $F = 17.35$, 1-p = 99.99%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant ($V_{inter} = 0.08$, $V_{intra} = 1.77$, $F = 0.04$, 1-p = 18.36%)
- Principal effect of 'Site' is highly significant ($V_{inter} = 30.42$, $V_{intra} = 1.77$, $F = 17.19$, 1-p = 99.99%)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = -21.54$, $V_{intra} = 1.77$, $F = -12.17$, 1-p = 0.00%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **The promise of a safe route is not an inducement to change**

'Walk if friends did'

Period 1

Site	Walk if friends did Strongly agree	Walk if friends did Agree	Walk if friends did Not sure	Walk if friends did Disagree	Walk if friends did Strongly disagree
Control	3	15	4	10	5
Sample	45	54	42	46	23
TOTAL	48	69	46	56	28

Dependence is slightly significant. Chi2 = 7.32, df = 4, 1-p = 88.01%.

Site	Walk if friends did Strongly agree & agree	Walk if friends did Not sure & disagree	Walk if friends did Strongly disagree
Control	18	14	5
Sample	99	88	23
TOTAL	117	102	28

When the categories are combined for low numbers in cells the significance level falls considerably. Dependence is not significant. Chi2 = 0.32, df = 2, 1-p = 14.92%.

Period 2

Site	Walk if friends did Strongly agree	Walk if friends did Agree	Walk if friends did Not sure	Walk if friends did Disagree	Walk if friends did Strongly disagree
Control	8	11	2	7	3
Sample	49	62	50	49	36
TOTAL	57	73	52	56	39

Dependence is not significant. Chi2 = 4.97, df = 4, 1-p = 70.94%.

Site	Walk if friends did Strongly agree	Walk if friends did Agree	Walk if friends did Not sure & disagree
Control	8	11	12
Sample	49	62	135
TOTAL	57	73	147

When the cells with low numbers are combined the significance level hardly changes. Dependence is not significant. Chi2 = 2.92, df = 2, 1-p = 76.82%.

Interaction of 'Period' and 'Site' for 'Walk if friends did'

	Control	Sample	TOTAL
period 1	3.03	3.25	3.21
period 2	3.45	3.16	3.19
TOTAL	3.22	3.20	3.20

The table values are the means of the variable Walk if friends did for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant (V_inter = 0.07, V_intra = 1.76, F = 0.04, 1-p = 17.76%)
- Global effect of 'Site' is not significant (V_inter = 0.09, V_intra = 1.76, F = 0.05, 1-p = 19.78%)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant (V_inter = 0.07, V_intra = 1.77, F = 0.04, 1-p = 17.72%)
- Principal effect of 'Site' is not significant (V_inter = 0.09, V_intra = 1.77, F = 0.05, 1-p = 19.74%)
- Interaction of 'Period' and 'Site' is slightly significant (V_inter = 3.80, V_intra = 1.77, F = 2.14, 1-p = 86.05%)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

- **The expected positive influence of the 'social' walking event has not been demonstrated.**

'Walk if parents allowed'

Period 1

Site	Walk parents allow agree	Walk parents allow Not sure	Walk parents allow Disagree	Walk parents allow Strongly disagree
Control	15	5	11	5
Sample	78	36	58	34
TOTAL	93	41	69	39

Dependence is not significant. Chi2 = 0.54, df = 3, 1-p = 9.00%.

Period 2

Site	Walk parents allow Strongly agree	Walk parents allow Agree	Walk parents allow Not sure	Walk parents allow Disagree
Control	9	8	6	7
Sample	45	44	54	98
TOTAL	54	52	60	105

Dependence is not significant. Chi2 = 4.84, df = 3, 1-p = 81.60%.

Interaction of 'Period' and 'Site' for 'Walk if parents allowed'

	Control	Sample	TOTAL
period 1	2.94	2.95	2.95
period 2	3.57	2.94	3.01
TOTAL	3.23	2.94	2.98

The table values are the means of the variable Walk parents allow for each pair of citations.

One-way analysis of variance:

- Global effect of 'Period' is not significant ($V_{inter} = 0.48$, $V_{intra} = 1.90$, $F = 0.25$, $1-p = 37.73\%$)
- Global effect of 'Site' is highly significant ($V_{inter} = 17.13$, $V_{intra} = 1.89$, $F = 9.04$, $1-p = 99.71\%$)
- Discriminating modalities (to a confidence (1-p) of 95%) are highlighted

2 factors analysis of variance

- Principal effect of 'Period' is not significant ($V_{inter} = 0.48$, $V_{intra} = 1.90$, $F = 0.25$, $1-p = 37.75\%$)
- Principal effect of 'Site' is highly significant ($V_{inter} = 17.13$, $V_{intra} = 1.90$, $F = 9.01$, $1-p = 99.70\%$)
- Interaction of 'Period' and 'Site' is not significant ($V_{inter} = -6.58$, $V_{intra} = 1.90$, $F = -3.46$, $1-p = 0.00\%$)

Warning, the dependence between 'Period' and 'Site' is not significant. Chi2 = 1.10, df = 1, 1-p = 70.66%.

Highlighted numbers indicate significantly different category means from the rest of the sample (to a confidence (1-p) of 95%).

- **There is an increased intention to walk if parents allowed – but only in the control schools**

Evaluation of Options

Summary table of mean scores

Period 1					Period 2				
	Walking to school	Going by car	Cycling to school	TOTAL		Walking to school	Going by car	Cycling to school	TOTAL
Speed	20.7 (55)	43.6 (116)	35.7 (95)	100 (266)	Speed	19.6 (70)	41.7 (149)	38.7 (138)	100 (357)
Cost	63.2 (187)	5.4 (16)	31.4 (93)	100 (296)	Cost	57.8 (214)	7.0 (26)	35.1 (130)	100 (370)
Reliable	53.3 (139)	24.9 (65)	21.8 (57)	100 (261)	Reliable	53.8 (177)	21.0 (69)	25.2 (83)	100 (329)
Easy	51.3 (138)	27.1 (73)	21.6 (58)	100 (269)	Easy	42.1 (136)	31.6 (102)	26.3 (85)	100 (323)
Travel when want	44.6 (132)	19.3 (57)	36.1 (107)	100 (296)	Travel when want	46.2 (176)	21.5 (82)	32.3 (123)	100 (381)
Comfortable	13.3 (35)	71.1 (87)	15.6 (41)	100 (263)	Comfortable	11.7 (37)	69.4 (220)	18.9 (60)	100 (317)
Safe in traffic	44.6 (112)	44.6 (112)	10.8 (27)	100 (251)	Safe in traffic	45.2 (131)	42.4 (123)	12.4 (36)	100 (290)
Safe from others	6.8 (16)	66.4 (204)	6.8 (16)	100 (236)	Safe from others	3.0 (8)	65.3 (226)	11.7 (31)	100 (265)
Good image	31.5 (86)	38.1 (104)	30.4 (83)	100 (273)	Good image	27.7 (96)	40.3 (140)	32.0 (111)	100 (347)
Enjoyable	23.6 (71)	30.2 (91)	46.2 (139)	100 (301)	Enjoyable	27.6 (102)	30.9 (114)	41.5 (153)	100 (369)
Environment	57.4 (194)	1.8 (6)	40.8 (138)	100 (338)	Environment	54.6 (219)	1.5 (6)	43.9 (176)	100 (401)
Healthy	56.6 (196)	1.4 (5)	41.9 (145)	100 (346)	Healthy	53.4 (222)	1.9 (8)	44.7 (186)	100 (416)
Friends/safe	49.8 (162)	23.1 (75)	27.1 (88)	100 (325)	Friends/safe	43.9 (179)	25.7 (105)	30.4 (124)	100 (408)
Friends/fun	48.1 (156)	18.2 (59)	33.6 (109)	100 (324)	Friends/fun	42.6 (170)	22.1 (88)	35.3 (141)	100 (399)
Total	41.3 (1679)	28.9 (1170)	29.6 (1196)	100 (4045)	Total	39.0 (1937)	29.3 (1458)	31.7 (1577)	100 (4972)

Dependence is highly significant. Chi2 = 1187.94, df = 26, 1-p = >99.99%.

% de variance expliquée : 259.37%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'Sub-sample n° 6' containing 229 observations and defined by the following filter:
Site = "Sample"
and Period = "period 1"

Control Group P1 & P2				
	Walking to school	Going by car	Cycling to school	TOTAL
Speed	3.7 (3)	61.0 (50)	35.4 (29)	100 (82)
Cost	52.2 (48)	3.3 (3)	44.6 (41)	100 (92)
Reliable	37.5 (33)	34.1 (30)	28.4 (25)	100 (88)
Easy	27.8 (22)	43.0 (34)	29.1 (23)	100 (79)
Travel when want	34.8 (32)	25.0 (23)	40.2 (37)	100 (92)
Comfortable	9.6 (8)	72.1 (60)	18.1 (15)	100 (83)
Safe in traffic	37.0 (30)	42.0 (34)	21.0 (17)	100 (81)
Safe from others	0.0 (0)	67.3 (62)	12.7 (9)	100 (71)
Good image	18.8 (16)	41.2 (35)	40.0 (34)	100 (85)
Enjoyable	22.0 (22)	30.0 (30)	48.0 (48)	100 (100)
Environment	49.5 (49)	3.0 (3)	47.5 (47)	100 (99)
Healthy	47.7 (52)	1.8 (2)	50.5 (55)	100 (109)
Friends/safe	42.0 (47)	22.3 (25)	35.7 (40)	100 (112)
Friends/fun	40.0 (42)	18.1 (19)	41.9 (44)	100 (105)
Total	31.6 (404)	32.1 (410)	36.3 (464)	100 (1278)

Dependence is highly significant. Chi2 = 376.09, df = 26, 1-p = >99.99%.

% de variance expliquée : 276.54%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'Control' containing 68 observations and defined by the following filter:
Site = "Control"

Making a Choice

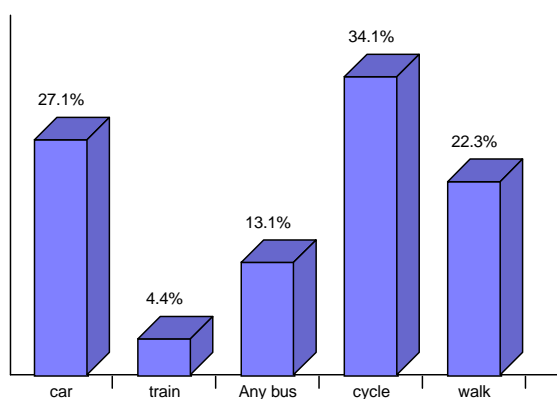
If you could choose, how would you LIKE to travel to school?

Summary of scores for sample schools

Period 1

LIKE to travel	N° cit.	Percent
car	62	27.1%
train	10	4.4%
Any bus	30	13.1%
cycle	78	34.1%
walk	51	22.3%
TOTAL OBS.	229	

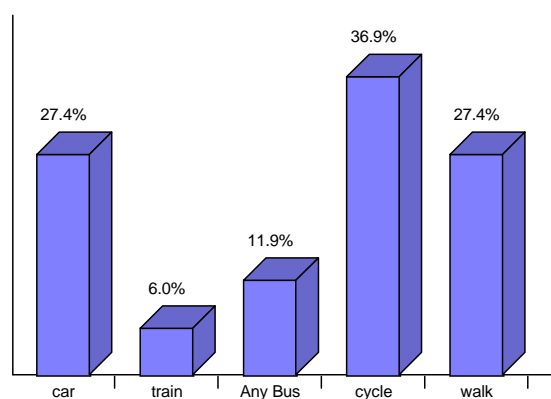
LIKE to travel



Period 2

LIKE to travel	N° cit.	Percent
car	69	27.4%
train	15	6.0%
Any Bus	30	11.9%
cycle	93	36.9%
walk	69	27.4%
TOTAL OBS.	252	

LIKE to travel



Results throughout this section generally show no difference between sample and control either before or after the campaign. Train is not an option for the Control schools. School bus is not an option for many pupils. Taxi would not be a realistic option.

Preferences for modal choice

Period 1

Site	_LIKE to travel car	_LIKE to travel taxi	_LIKE to travel train	_LIKE to travel school bus	_LIKE to travel other bus	_LIKE to travel cycle	_LIKE to travel walk	_LIKE to travel other
Control	12	1	1	1	0	22	6	1
Sample	62	6	10	14	16	78	51	10
TOTAL	74	7	11	15	16	100	57	11

Dependence is not significant. Chi2 = 9.01, df = 7, 1-p = 74.78%.

% de variance expliquée : 3.39%

Warning, 5 (31.3%) cases have an estimated value of less than 5, the rules of Chi2 are not really applicable.

This table is based on the sub-sample 'P1' containing 266 observations and defined by the following filter:

School Amongst "Sandyford National ; Griffith Ave ; St Cronans ; Rathmichael ; St Josephs BNS ; Presentation Primary Terenure"
and Period = "period 1"

Site	_LIKE to travel car	Other	LIKE bus	_LIKE to travel cycle	_LIKE to travel walk
Control	12	3	1	22	6
Sample	62	26	30	78	51
TOTAL	74	29	31	100	57

Dependence is slightly significant. Chi2 = 8.63, df = 4, 1-p = 92.89%.

% de variance expliquée : 3.24%

This table is based on the sub-sample 'P1' containing 266 observations and defined by the following filter:

School Amongst "Sandyford National ; Griffith Ave ; St Cronans ; Rathmichael ; St Josephs BNS ; Presentation Primary Terenure"
and Period = "period 1"

Sample schools Period 1 vs. Period 2

Period	_LIKE to travel car	_LIKE to travel taxi	_LIKE to travel train	_LIKE to travel school bus	_LIKE to travel other bus	_LIKE to travel cycle	_LIKE to travel walk	_LIKE to travel other
period 1	59	5	10	11	15	69	44	8
period 2	62	2	15	14	13	81	56	7
TOTAL	121	7	25	25	28	150	100	15

Dependence is not significant. Chi2 = 3.56, df = 7, 1-p = 17.09%.

% de variance expliquée : 0.86%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'SAMPLE-group' containing 416 observations and defined by the following filter:

School Amongst "Griffith Ave; Rathmichael; St Josephs BNS; Presentation Primary Terenure"

Period	_LIKE to travel car	_LIKE to travel other	_LIKE to travel bus	_LIKE to travel cycle	_LIKE to travel walk
period 1	59	23	26	69	44
period 2	62	24	27	81	56
TOTAL	121	47	53	150	100

Dependence is not significant. Chi2 = 0.73, df = 4, 1-p = 5.26%.

% de variance expliquée : 0.18%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'SAMPLE-group' containing 416 observations and defined by the following filter:

School Amongst "Griffith Ave; Rathmichael; St Josephs BNS; Presentation Primary Terenure"

Control vs Sample Period 2

Site	_LIKE to travel car	_LIKE to travel taxi	_LIKE to travel train	_LIKE to travel school bus	_LIKE to travel other bus	_LIKE to travel cycle	_LIKE to travel walk	_LIKE to travel other
Control	14	0	0	1	2	19	3	1
Sample	69	3	15	17	13	93	69	7
TOTAL	83	3	15	18	15	112	72	8

Dependence is slightly significant. Chi2 = 11.60, df = 7, 1-p = 88.56%.

% de variance expliquée : 4.10%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Warning, 6 (37.5%) cases have an estimated value of less than 5, the rules of Chi2 are not really applicable.

This table is based on the sub-sample 'p2' containing 283 observations and defined by the following filter:

Period = "period 2"

Site	_LIKE to travel car	Other	Like bus	_LIKE to travel cycle	_LIKE to travel walk
Control	14	1	3	19	3
Sample	69	25	30	93	69
TOTAL	83	26	33	112	72

Dependence is significant. Chi2 = 10.34, df = 4, 1-p = 96.49%.

% de variance expliquée : 3.65%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'p2' containing 283 observations and defined by the following filter:

Period = "period 2"

- **Any change in preferred mode is seen in the Control Schools where cycling has increased in popularity.**

Experimental Behaviour

If you intend to CYCLE to school more, please give reasons why

- 409 : healthier, quick
- 414 : faster, healthier, easier
- 415 : better than walking
- 416 : healthy and good for environment
- 419 : fresh air, exercise
- 426 : reduce pollution
- 431 : faster, I like it
- 432 : quick
- 435 : next year secondary school - distance
- 438 : quick, good/environment
- 440 : secondary closer next year
- 441 : friends do
- 442 : faster
- 445 : my bike is cool/ like cycling
- 448 : next year further from school
- 451 : next year school closer to house
- 453 : I have to
- 454 : route safer next year to secondary school
- 455 : secondary school closer
- 456 : faster
- 457 : earlier, quicker, whenever i want, no need to bother parents
- 458 : fun
- 460 : quicker
- 461 : quicker
- 464 : no pollution
- 466 : enjoy it
- 469 : quicker
- 470 : exercise, only time get to use bike
- 472 : healthier, no traffic jams
- 510 : traffic is bad, need more exercise
- 516 : exercise; no pollution
- 522 : good bike shed
- 527 : want to cycle to secondary school
- 531 : more exercise
- 537 : healthy; exercise
- 542 : exercise
- 548 : faster
- 562 : no need for petrol/diesel; inexpensive; no pollution
- 563 : secondary school closer next year; healthier; good exercise
- 564 : exercise; no traffic jams
- 566 : quicker; less pollution
- 570 : quicker than car
- 575 : easier
- 578 : faster
- 580 : fitter
- 590 : better; more fun
- 592 : can cycle to secondary school next year; brother and sister cycle
- 593 : secondary school closer
- 627 : it's fun
- 641 : it is more fun and it will wake me up!
- 654 : if weather better
- 669 : like cycling
- 676 : fast; good for you
- 677 : healthy
- 679 : quicker

680 : faster/ not stuck in traffic
683 : quicker; fun
685 : good exercise; enjoy cycling
686 : faster
688 : quicker; good exercise

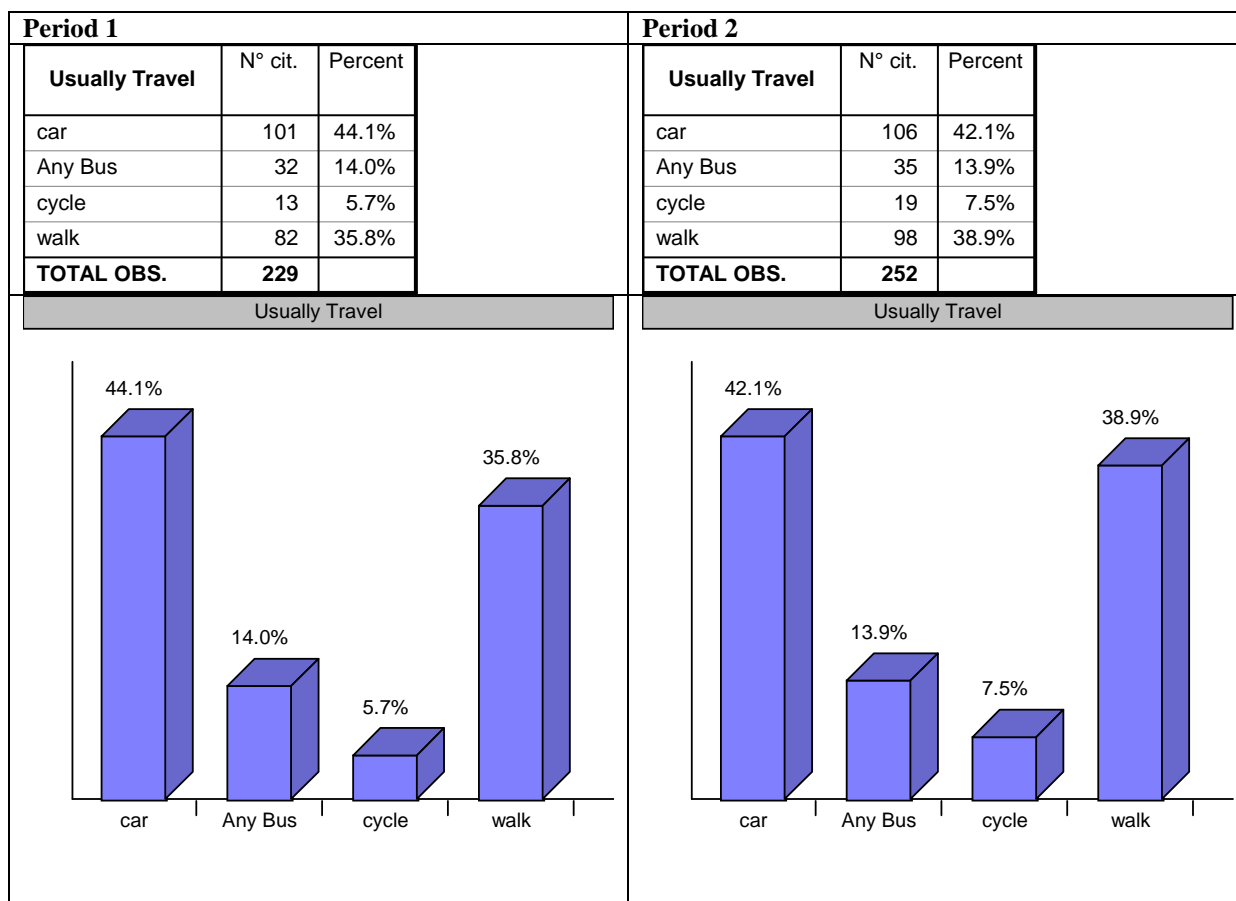
f you intend to WALK to school more, please give reasons why

426 : reduce pollution
432 : quick
440 : secondary closer next year
442 : faster
454 : route safer next year to secondary school
455 : secondary school closer
466 : enjoy it
469 : quicker
472 : healthier, no traffic jams
516 : exercise; no pollution
522 : good bike shed
546 : don't have get up early
552 : faster
563 : secondary school closer next year; healthier; good exercise
564 : exercise; no traffic jams
571 : quicker; don't have to leave as early
586 : keep fit; fresh air
593 : secondary school closer
627 : it's fun
659 : want to use new bike
668 : cleaner than driving; faster than walking
677 : healthy
682 : not stuck in traffic

Habitual Behaviour

How do you usually travel to school

Summary scores comparison P1 and P2 for sample schools



Results in detail

Period 1

Site	Usually Travel car	Usually Travel taxi bus & other	Usually Travel cycle	Usually Travel walk
Control	29	3	1	6
Sample	101	35	13	82
TOTAL	130	38	14	88

Dependence is highly significant. Chi2 = 12.57, df = 3, 1-p = 99.43%.

% de variance expliquée : 4.73%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

This table is based on the sub-sample 'P1' containing 266 observations and defined by the following filter:

School Amongst "Sandyford National; Griffith Ave; St Cronans; Rathmichael; St Josephs BNS; Presentation Primary Terenure"
and Period = "period 1"

Period 2

Site	Usually Travel car	Usually Travel Other	Usually Travel cycle	Usually Travel walk
Control	22	1	4	6
Sample	106	40	19	98
TOTAL	128	41	23	104

Dependence is highly significant. Chi2 = 11.80, df = 3, 1-p = 99.19%.

% de variance expliquée : 4.17%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Warning, 2 (25.0%) cases have an estimated value of less than 5, the rules of Chi2 are not really applicable.

This table is based on the sub-sample 'p2' containing 283 observations and defined by the following filter:

Period = "period 2"

- **There were no significant changes in behaviour.**

If the campaign had been successful who would have been the early adopters and how could the campaign have reached them?

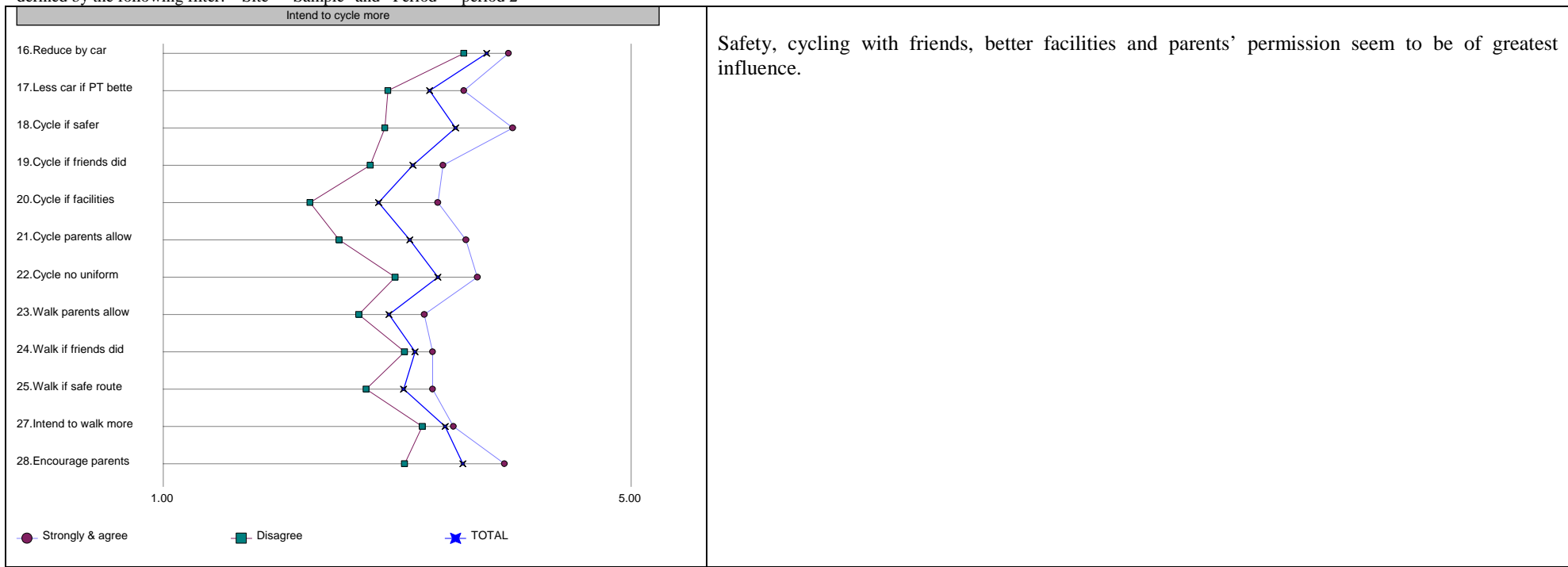
Who would cycle?

Means table of 26. Intend to cycle more

Intend to cycle more	16.Reduce by car	7.Less car if PT better	18.Cycle if safer	19.Cycle if friends did	20.Cycle if facilities	21.Cycle parents allow	22.Cycle no uniform	23.Walk parents allow	24.Walk if friends did	25.Walk if safe route	27.Intend to walk more	28.Encourage parents
Strongly & agree	3.96	3.57	3.99	3.40	3.35	3.59	3.69	3.23	3.31	3.30	3.49	3.92
Not sure	3.75	3.37	3.64	3.34	3.03	3.30	3.37	2.95	3.11	3.22	3.58	3.77
Disagree	3.57	2.92	2.90	2.77	2.26	2.51	2.99	2.67	3.07	2.74	3.22	3.06
TOTAL	3.77	3.28	3.50	3.14	2.85	3.11	3.35	2.94	3.16	3.06	3.41	3.57

Cell

values are means calculated ignoring non-responses. Discriminating criteria are highlighted. Highlighted numbers indicate significantly different category means (t-test) from the rest of the sample (to a confidence (1-p) of 95%). Parameters are established by the notation: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1). This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"

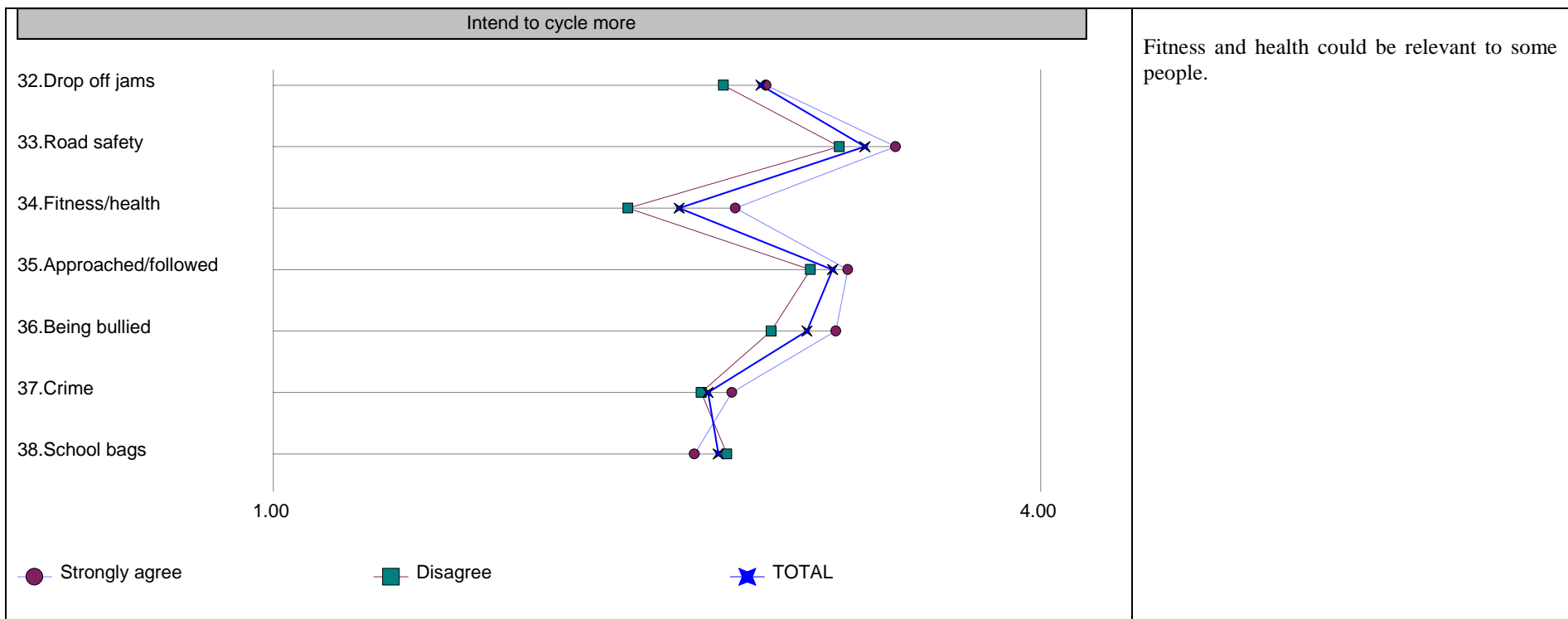


Safety, cycling with friends, better facilities and parents' permission seem to be of greatest influence.

Means table of 26.Intend to cycle more

Intend to cycle more	32.Drop off jams	33.Road safety	34.Fitness/h health	35.Approached/followed	36.Being bullied	37.Crime	38.School bags
Strongly agree	2.93	3.44	2.81	3.25	3.20	2.80	2.65
Not sure	3.08	3.28	2.58	3.27	3.16	2.65	2.84
Disagree	2.77	3.22	2.39	3.11	2.95	2.68	2.78
TOTAL	2.91	3.32	2.59	3.19	3.09	2.70	2.75

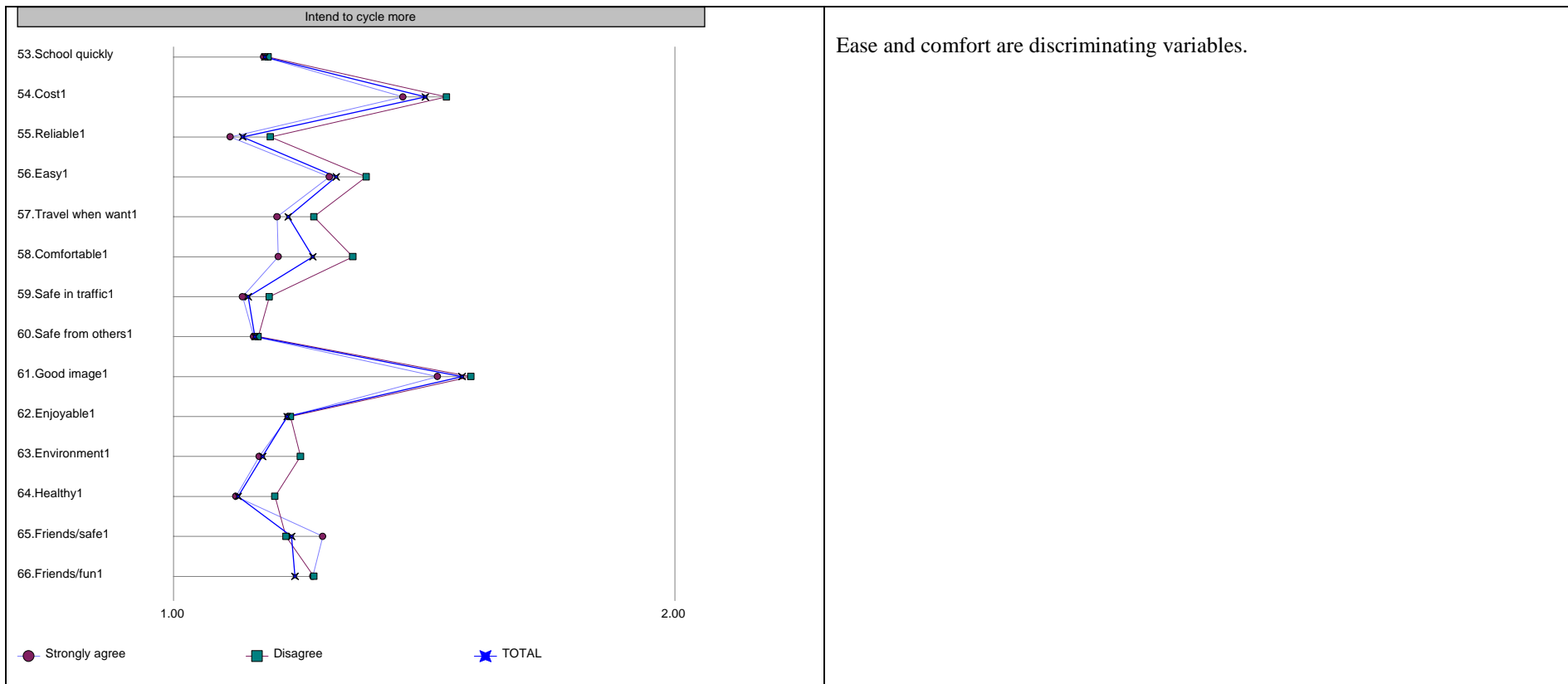
Cell values are means calculated ignoring non-responses. Discriminating criteria are highlighted. Highlighted numbers indicate significantly different category means (t-test) from the rest of the sample (to a confidence (1-p) of 95%). This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"



Means table of 26.Intend to cycle more

Intend to cycle more	53.School quickly	54.Cost1	55.Reliable1	56.Easy1	57.Travel when want1	58.Comfortable1	59.Safe in traffic1	60.Safe from others1	61.Good image1	62.Enjoyable1	63.Environment1	64.Healthy1	65.Friends/safe1	66.Friends/fun1
Strongly agree	1.18	1.46	1.11	1.31	1.21	1.21	1.14	1.16	1.53	1.23	1.17	1.13	1.30	1.28
Not sure	1.15	1.52	1.10	1.26	1.19	1.24	1.10	1.16	1.60	1.19	1.08	1.03	1.16	1.13
Disagree	1.19	1.54	1.20	1.39	1.28	1.36	1.19	1.17	1.60	1.23	1.26	1.20	1.22	1.28
TOTAL	1.18	1.50	1.14	1.32	1.23	1.28	1.15	1.16	1.58	1.23	1.18	1.13	1.24	1.24

Cell values are means calculated ignoring non-responses. Discriminating criteria are highlighted. Highlighted numbers indicate significantly different category means (t-test) from the rest of the sample (to a confidence (1-p) of 95%). Values are based on a scale of 1 (Yes) to 2 (No). This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"



26.Intend to cycle more x 67.Recall Campaign

In the future, I am going to cycle to school as often as I can
Do you recall hearing about a campaign about walking/cycling to school?

Recall Campaign	within last 3mths	longer ago than 3mths	Not sure	Definitely not	TOTAL
Intend to cycle more					
Strongly agree	11	16	15	6	48
Agree	17	11	9	3	40
Not sure	24	22	18	2	66
Disagree	20	11	18	3	52
Strongly disagree	17	13	8	4	42
TOTAL	89	73	68	18	248

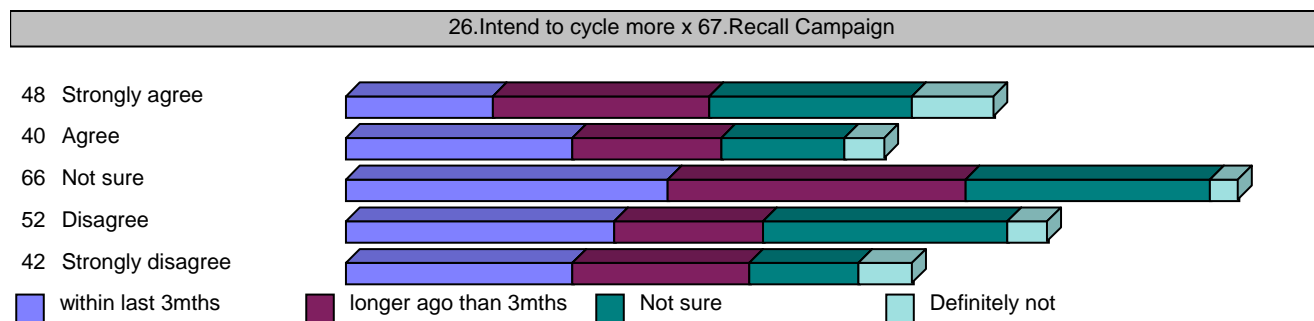
Dependence is not significant. Chi2 = 11.54, df = 12, 1-p = 51.63%.

% de variance expliquée : 1.53%

Cell values are the number of responses (citations) for each pair of modalities.

This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter:

Site = "Sample" and Period = "period 2"

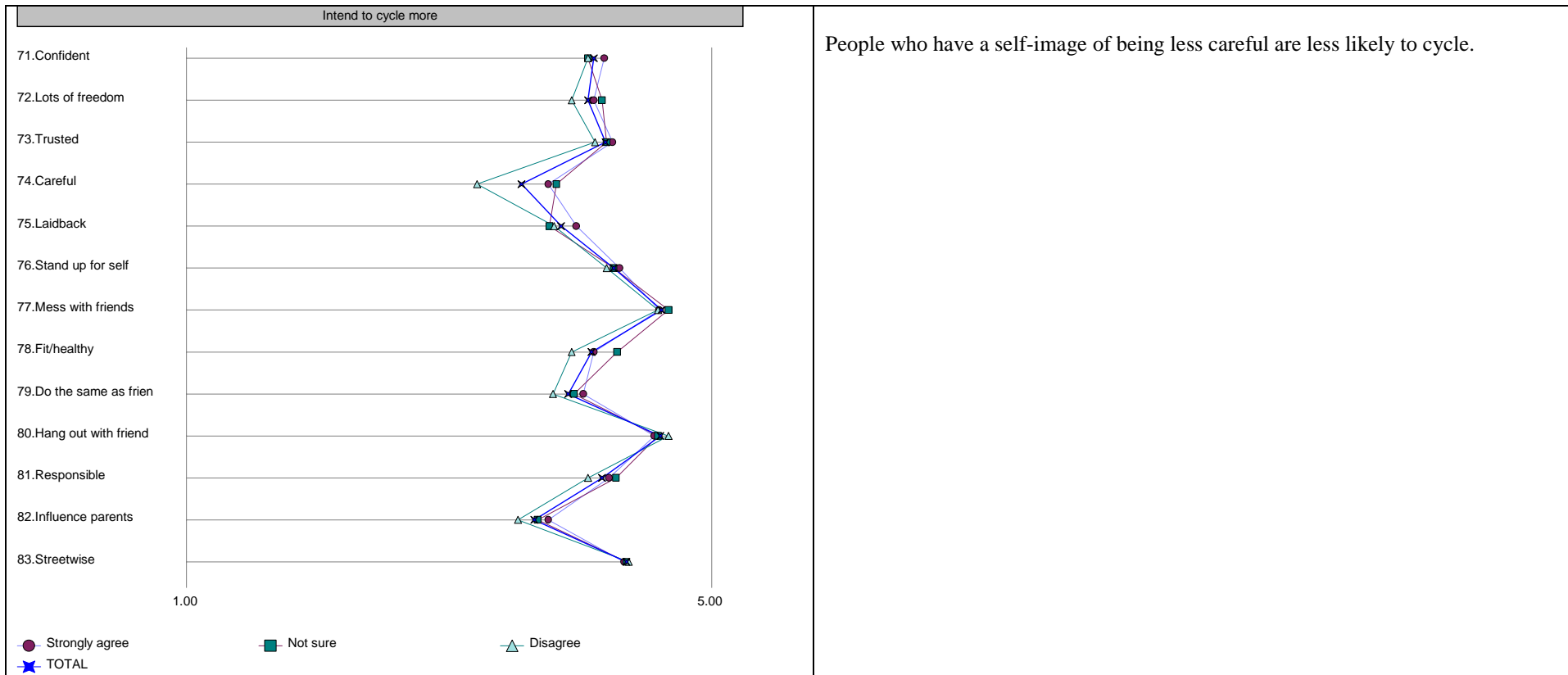


There is no interaction with campaign recall.

Means table of 26.Intend to cycle more

Intend to cycle more	71.Confident	72.Lots of freedom	73.Trusted	74.Careful	75.Laidback	76.Stand up for self	77.Mess with friends	78.Fit/healthy	79.Do the same as frien	80.Hang out with friend	81.Responsi ble	82.Influence parents	83.Streetwis e
Strongly agree	4.18	4.10	4.25	3.76	3.98	4.30	4.60	4.10	4.02	4.56	4.22	3.76	4.34
Not sure	4.06	4.17	4.20	3.82	3.77	4.26	4.68	4.29	3.95	4.60	4.28	3.68	4.35
Disagree	4.07	3.93	4.12	3.22	3.80	4.21	4.60	3.93	3.79	4.67	4.07	3.53	4.37
TOTAL	4.11	4.06	4.20	3.56	3.86	4.26	4.62	4.09	3.91	4.61	4.17	3.65	4.36

Cell values are means calculated ignoring non-responses. Discriminating criteria are highlighted. Highlighted numbers indicate significantly different category means (t-test) from the rest of the sample (to a confidence (1-p) of 95%). This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"



26. Intend to cycle more is crossed with
1. School, 3. Age,

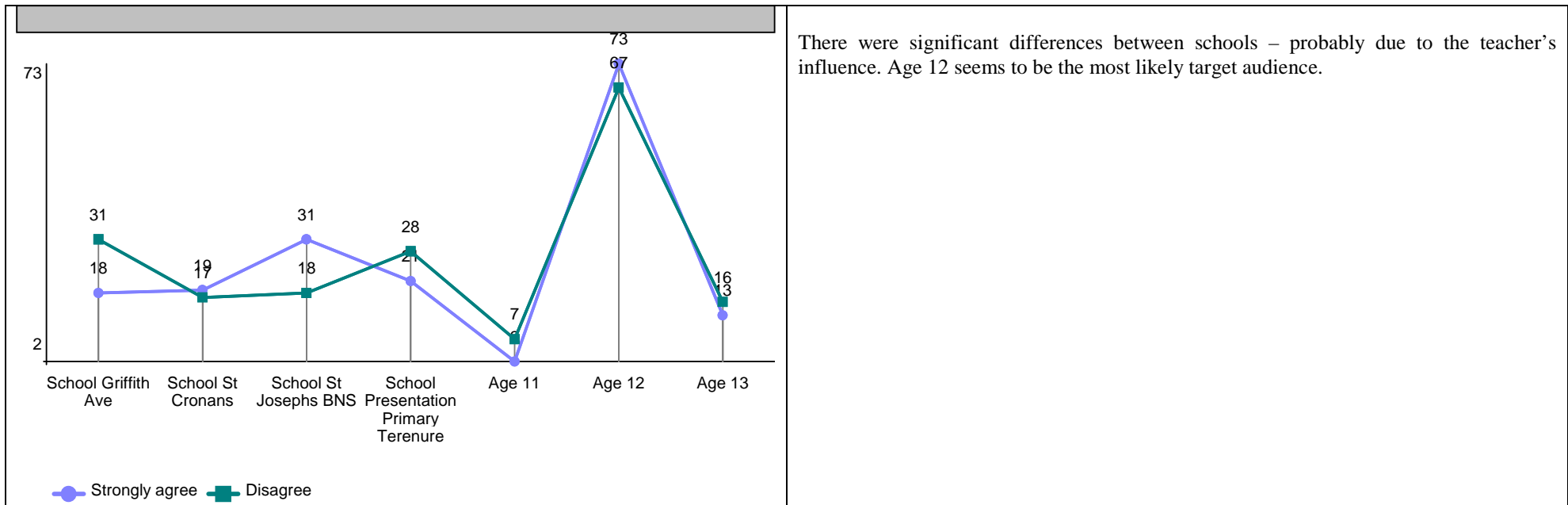
	School Griffith Ave	School St Cronans	School St Josephs BNS	School Presentation Primary Terenure	Age 11	Age 12	Age 13
Intend to cycle more							
Strongly agree	28.6%	37.3%	51.7%	27.6%	14.3%	39.0%	31.0%
Not sure	22.2%	29.4%	18.3%	35.5%	35.7%	25.1%	31.0%
Disagree	49.2%	33.3%	30.0%	36.8%	50.0%	35.8%	38.1%
TOTAL	100%	100%	100%	100%	100%	100%	100%

Dependence is slightly significant. Chi2 = 18.65, df = 12, 1-p = 90.27%.

% de variance expliquée : 3.70%

The distribution difference between 'Strongly agree' and 'Disagree' is slightly significant.

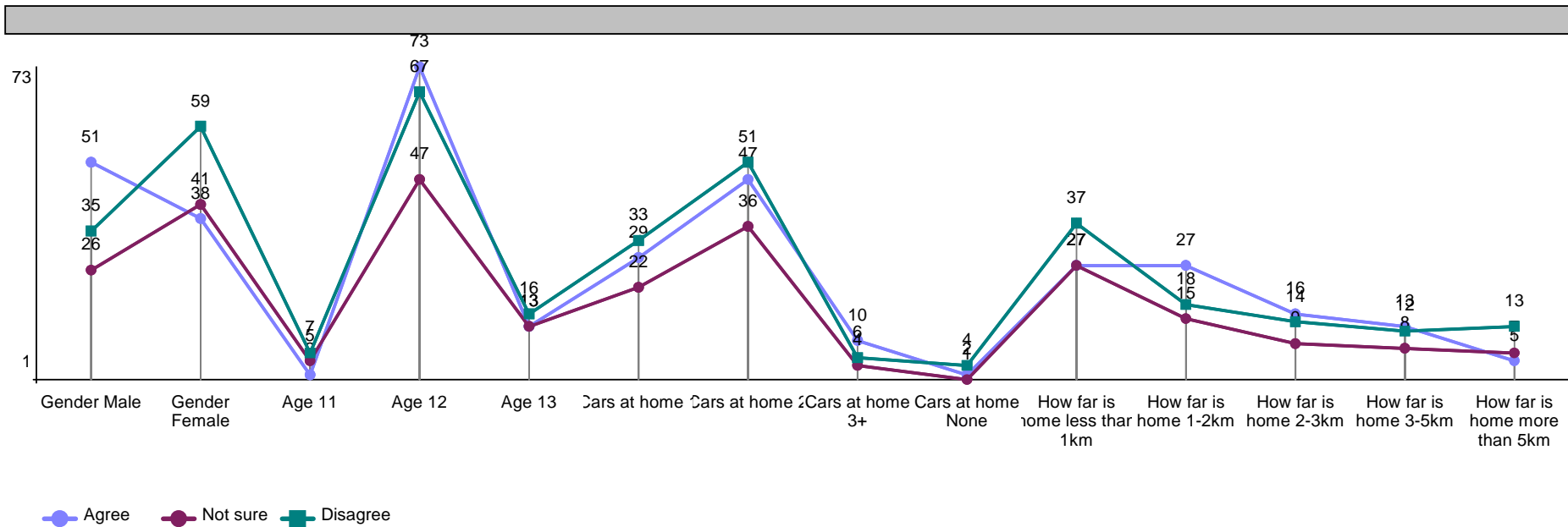
(Chi2 = 11.22, 1-p = 91.83%)



**: 26.Intend to cycle more is crossed with
2.Gender, 3.Age, 4.Cars at home, 5.How far is home.**

	Gender Male	Gender Female	Age 11	Age 12	Age 13	Cars at home 1	Cars at home 2	Cars at home 3+	Cars at home None	How far is home less than 1km	How far is home 1-2km	How far is home 2-3km	How far is home 3-5km	How far is home more than 5km
Intend to cycle more														
Agree	51	38	2	73	13	29	47	10	2	27	27	16	13	5
Not sure	26	41	5	47	13	22	36	4	1	27	15	9	8	7
Disagree	35	59	7	67	16	33	51	6	4	37	18	14	12	13
TOTAL	112	138	14	187	42	84	134	20	7	91	60	39	33	25

Dependence is not significant. Chi2 = 23.86, df = 26, 1-p = 41.59%. % de variance expliquée : 4.73% Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency. This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"



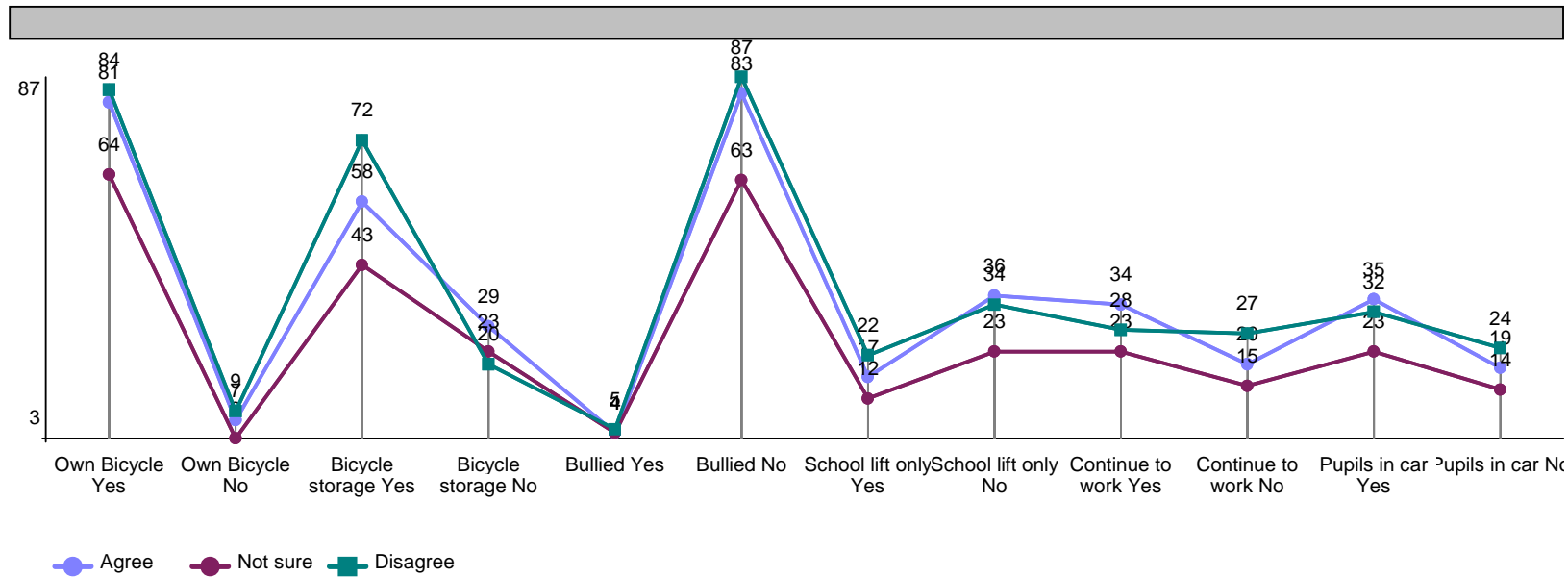
The only discriminating factor here is that home would be 1 – 2 km from school.

26. Intend to cycle more is crossed with

10. Own Bicycle, 11. Bicycle storage, 12. Bullied, 13. School lift only, 14. Continue to work, 15. Pupils in car.

	Own Bicycle Yes	Own Bicycle No	Bicycle storage Yes	Bicycle storage No	Bullied Yes	Bullied No	School lift only Yes	School lift only No	Continue to work Yes	Continue to work No	Pupils in car Yes	Pupils in car No
Intend to cycle more												
Agree	81	7	58	29	4	83	17	36	34	20	35	19
Not sure	64	3	43	23	4	63	12	23	23	15	23	14
Disagree	84	9	72	20	5	87	22	34	28	27	32	24
TOTAL	229	19	173	72	13	233	51	93	85	62	90	57

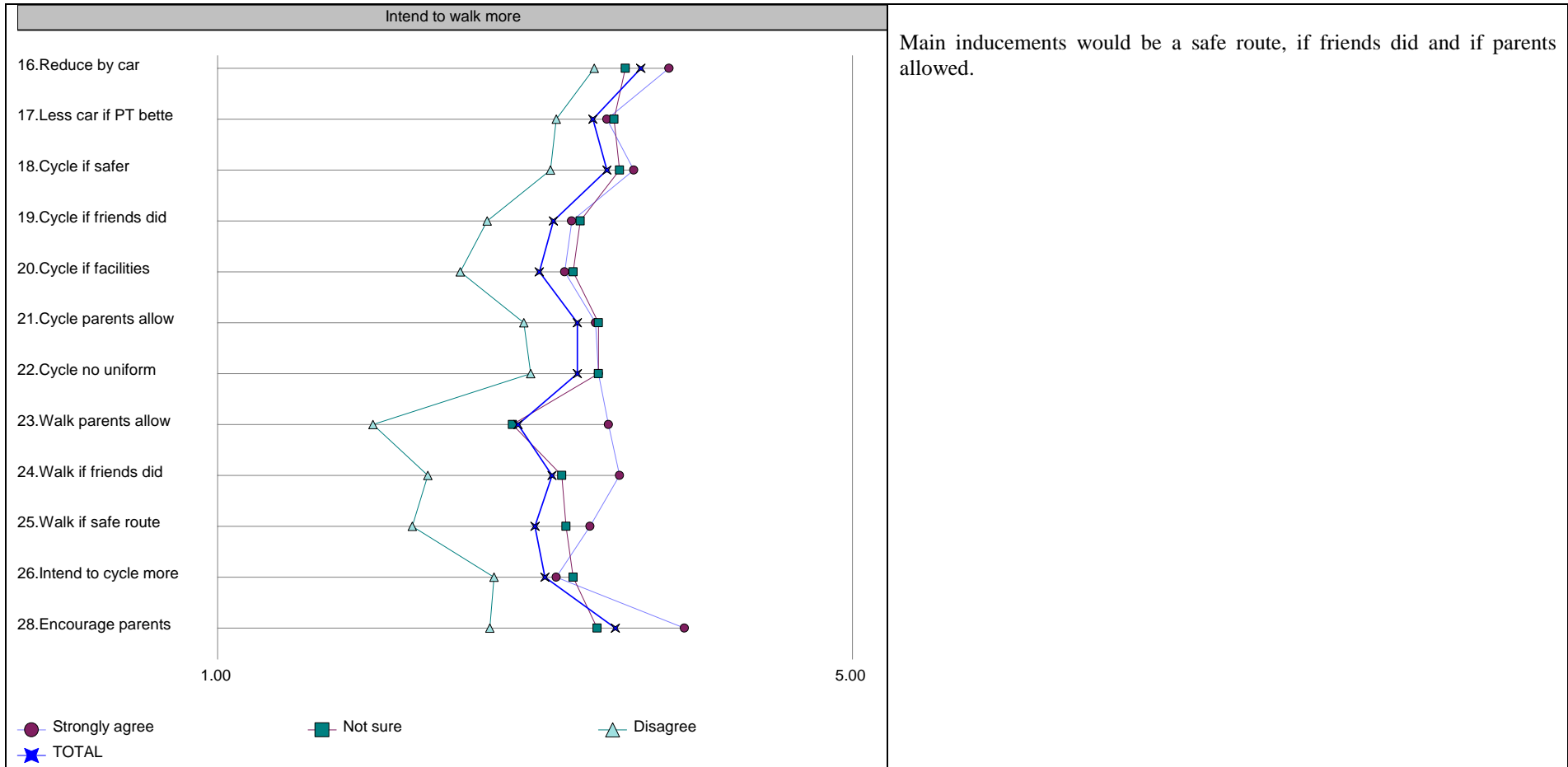
Dependence is not significant. Chi2 = 9.69, df = 22, 1-p = 1.11%. % de variance expliquée : 1.92% Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency. Chi2 is calculated on the table of citations (marginal frequencies equal to the sum of row/column frequencies). This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"



There are no clear clues to early 'adoption'.

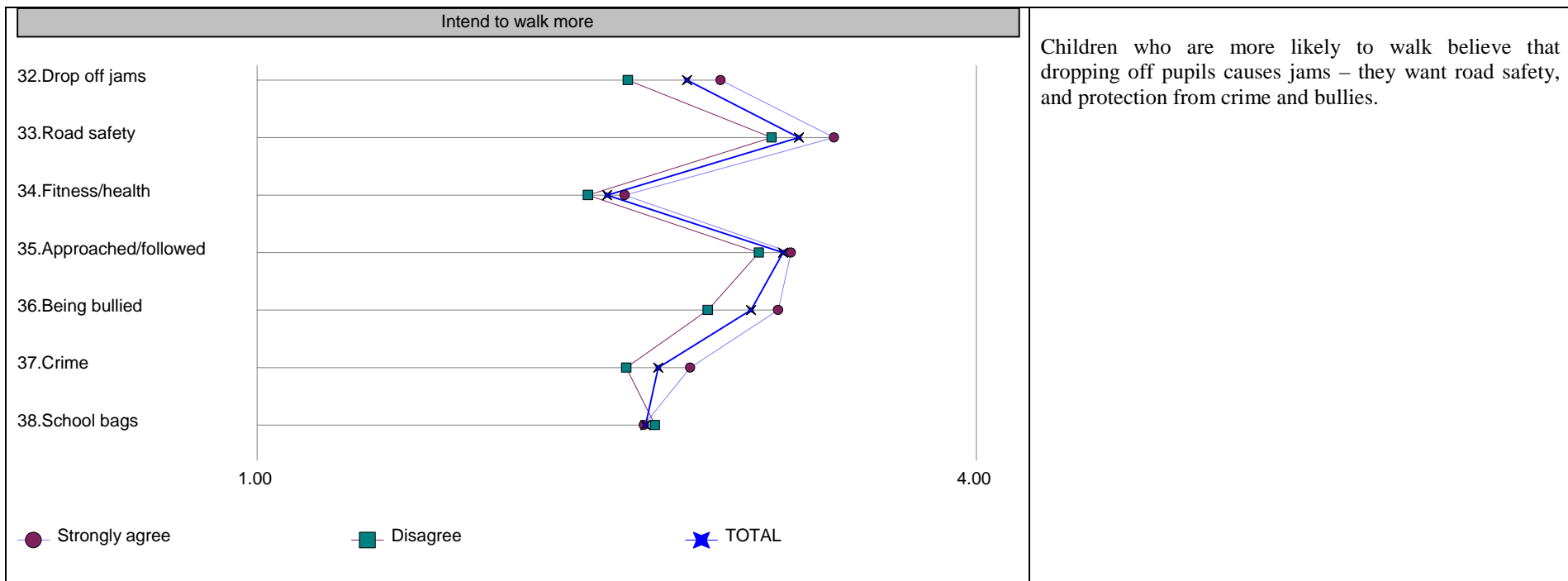
Who would Walk More?

Intend to walk more	16.Reduce by car	17.Less car if PT better	18.Cycle if safer	19.Cycle if friends did	20.Cycle if facilities	21.Cycle parents allow	22.Cycle no uniform	23.Walk parents allow	24.Walk if friends did	25.Walk if safe route	26.Intend to cycle more	28.Encourage parents
Strongly agree	3.85	3.45	3.62	3.23	3.19	3.39	3.40	3.47	3.54	3.35	3.14	3.95
Not sure	3.57	3.50	3.53	3.29	3.25	3.41	3.40	2.86	3.18	3.20	3.24	3.40
Disagree	3.38	3.13	3.10	2.70	2.53	2.93	2.98	1.98	2.33	2.23	2.74	2.72
TOTAL	3.67	3.37	3.46	3.12	3.03	3.27	3.27	2.89	3.11	3.00	3.07	3.51



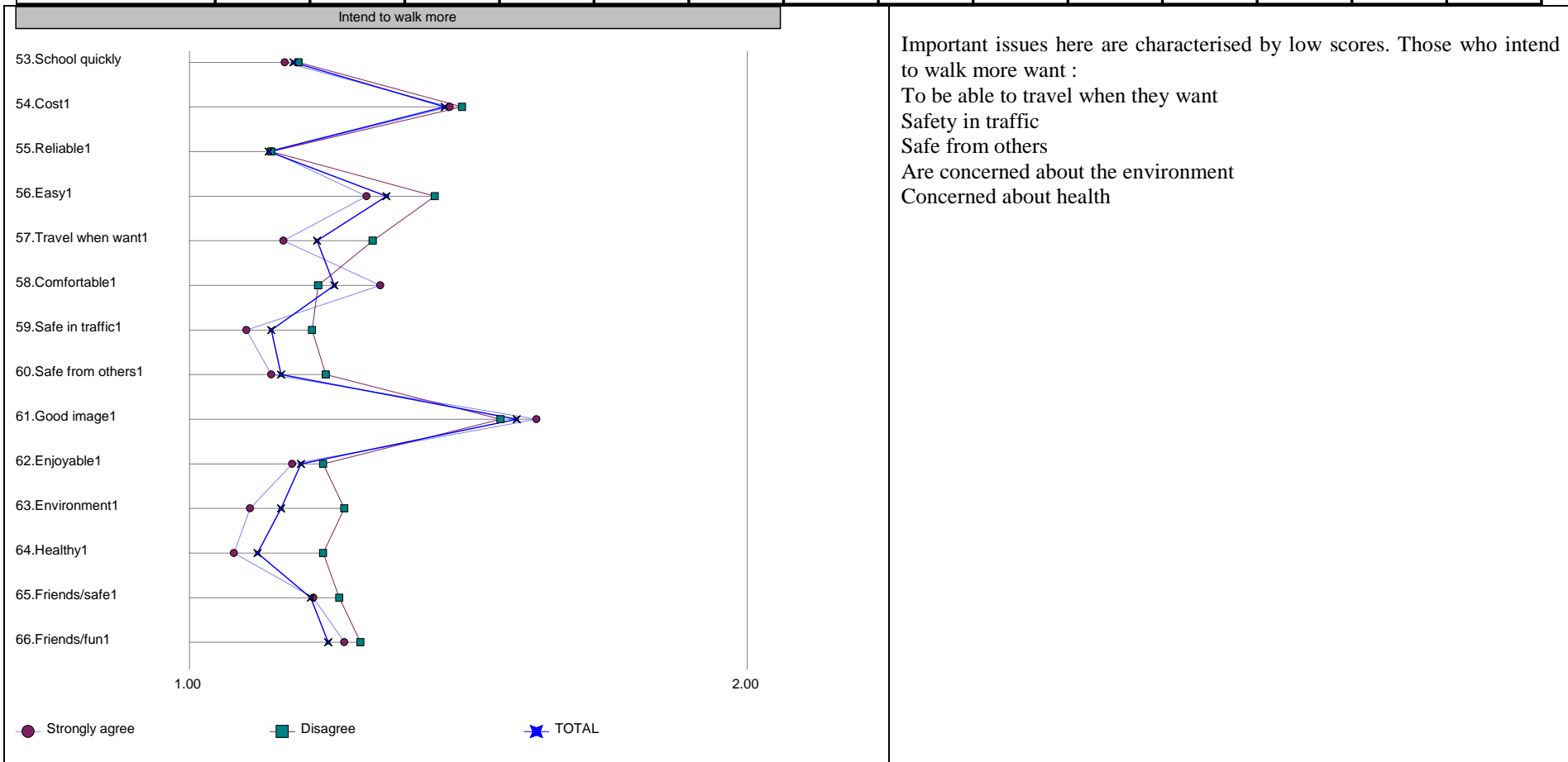
Criteria evaluated: 32.Drop off jams, 33.Road safety, 34.Fitness/health, 35.Approached/followed, 36.Being bullied, 37.Crime, 38.School bags.

Intend to walk more	32.Drop off jams	33.Road safety	34.Fitness/health	35.Approached/followed	36.Being bullied	37.Crime	38.School bags
Strongly agree	2.94	3.41	2.54	3.23	3.18	2.81	2.62
Not sure	2.81	3.18	2.39	3.29	3.04	2.67	2.65
Disagree	2.55	3.15	2.38	3.10	2.89	2.54	2.66
TOTAL	2.80	3.26	2.46	3.19	3.06	2.68	2.62



Means table of 27.Intend to walk more – Importance of factors

Intend to walk more	53.School quickly	54.Cost1	55.Reliable1	56.Easy1	57.Travel when want1	58.Comfortable1	59.Safe in traffic1	60.Safe from others1	61.Good image1	62.Enjoyable1	63.Environment1	64.Healthy1	65.Friends/safe1	66.Friends/fun1
Strongly agree	1.17	1.47	1.15	1.32	1.17	1.34	1.10	1.15	1.62	1.18	1.11	1.08	1.22	1.28
Not sure	1.20	1.43	1.13	1.34	1.26	1.14	1.13	1.11	1.59	1.20	1.13	1.07	1.14	1.14
Disagree	1.20	1.49	1.15	1.44	1.33	1.23	1.22	1.25	1.56	1.24	1.28	1.24	1.27	1.31
TOTAL	1.19	1.46	1.14	1.35	1.23	1.26	1.15	1.17	1.59	1.20	1.16	1.12	1.22	1.25



27.Intend to walk more x 67.Recall Campaign

In the future, I am going to walk to school as often as I can
Do you recall hearing about a campaign about walking/cycling to school?

Recall Campaign	within last 3mths	longer ago than 3mths	Not sure	Definitely not	TOTAL
Intend to walk more					
Strongly agree	29	35	27	4	95
Agree	20	32	29	11	92
Not sure	32	30	36	6	104
Disagree	18	20	13	9	60
Strongly disagree	16	17	10	3	46
TOTAL	115	134	115	33	397

Dependence is not significant. Chi2 = 14.50, df = 12, 1-p = 73.01%.

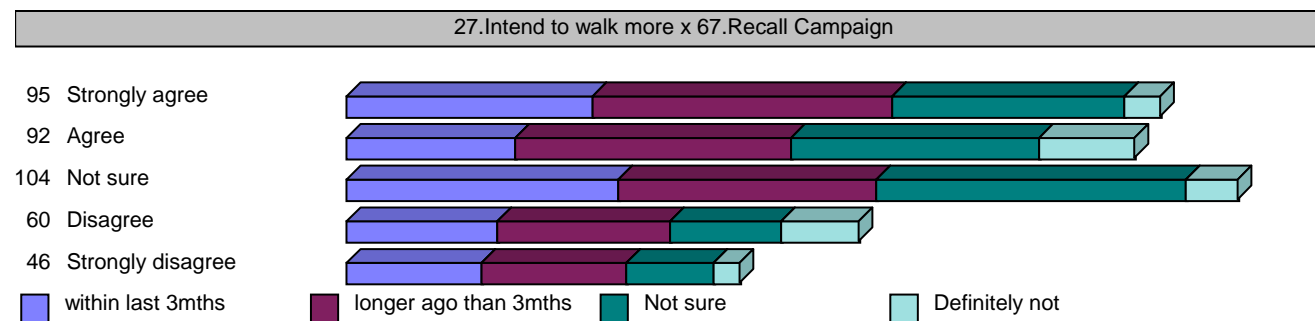
% de variance expliquée : 1.16%

Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency.

Cell values are the number of responses (citations) for each pair of modalities.

This table is based on the sub-sample 'SAMPLE-group' containing 416 observations and defined by the following filter:

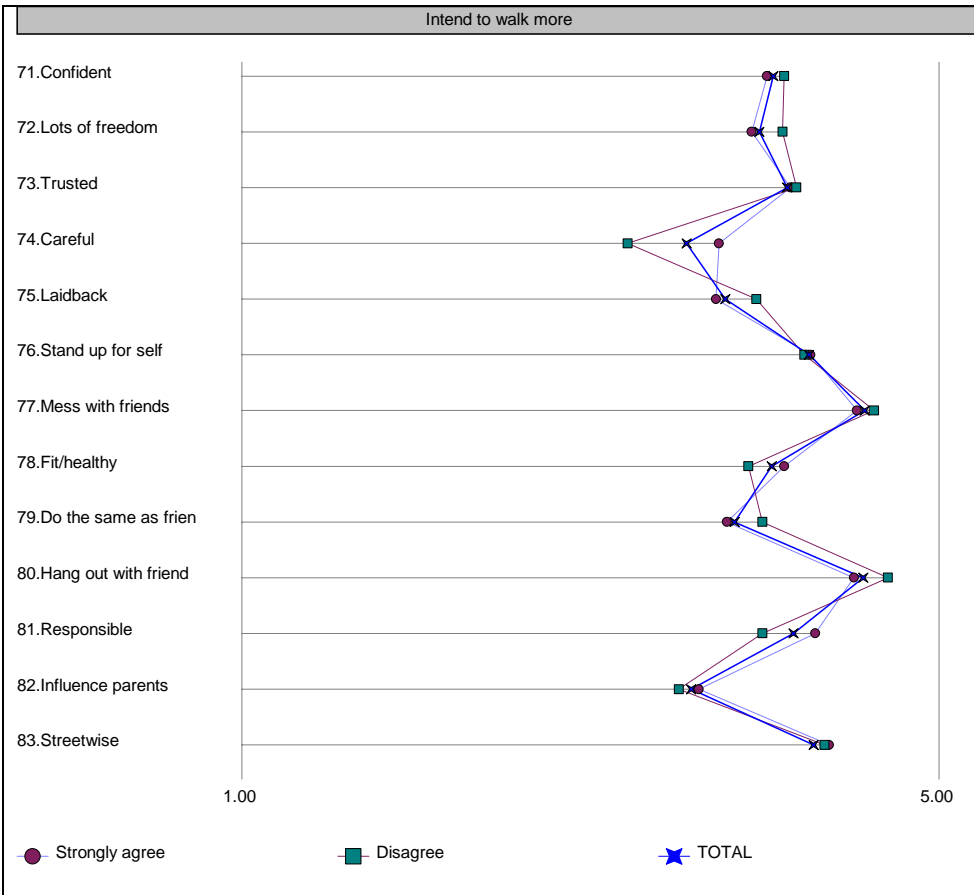
School Amongst "Griffith Ave ; Rathmichael ; St Josephs BNS ; Presentation Primary Terenure"



Campaign recall is not related to intention to change behaviour

Means table of 27. Intend to walk more

Intend to walk more	71. Confident	72. Lots of freedom	73. Trusted	74. Careful	75. Laidback	76. Stand up for self	77. Mess with friends	78. Fit/healthy	79. Do the same as friend	80. Hang out with friend	81. Responsible	82. Influence parents	83. Streetwise
Strongly agree	4.02	3.92	4.15	3.74	3.72	4.27	4.53	4.12	3.78	4.52	4.29	3.62	4.37
Not sure	4.01	3.88	3.99	3.49	3.72	4.21	4.64	4.05	3.85	4.50	4.06	3.60	4.03
Disagree	4.12	4.11	4.18	3.21	3.95	4.23	4.63	3.91	3.99	4.71	3.99	3.51	4.35
TOTAL	4.05	3.98	4.13	3.55	3.78	4.26	4.58	4.05	3.83	4.57	4.16	3.58	4.28

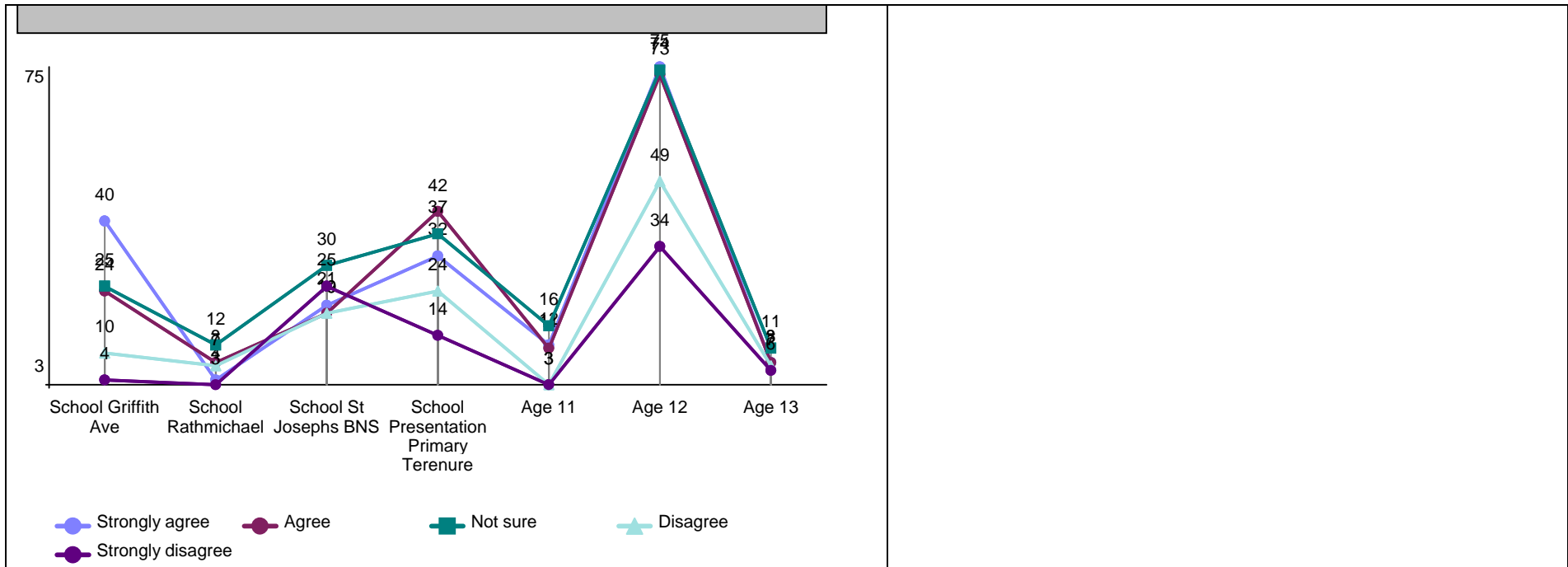


Children who are more likely to walk see themselves as more careful and responsible.

**: 27. Intend to walk more is crossed with
1.School, 3.Age.**

	School Griffith Ave	School Rathmichael	School St Josephs BNS	School Presentation Primary Terenure	Age 11	Age 12	Age 13
Intend to walk more							
Strongly agree	38.8%	11.8%	18.4%	21.5%	26.7%	24.6%	20.0%
Agree	23.3%	23.5%	16.7%	28.2%	24.4%	23.9%	20.0%
Not sure	24.3%	35.3%	26.3%	24.8%	35.6%	24.3%	27.5%
Disagree	9.7%	20.6%	16.7%	16.1%	6.7%	16.1%	17.5%
Strongly disagree	3.9%	8.8%	21.9%	9.4%	6.7%	11.1%	15.0%
TOTAL	100%	100%	100%	100%	100%	100%	100%

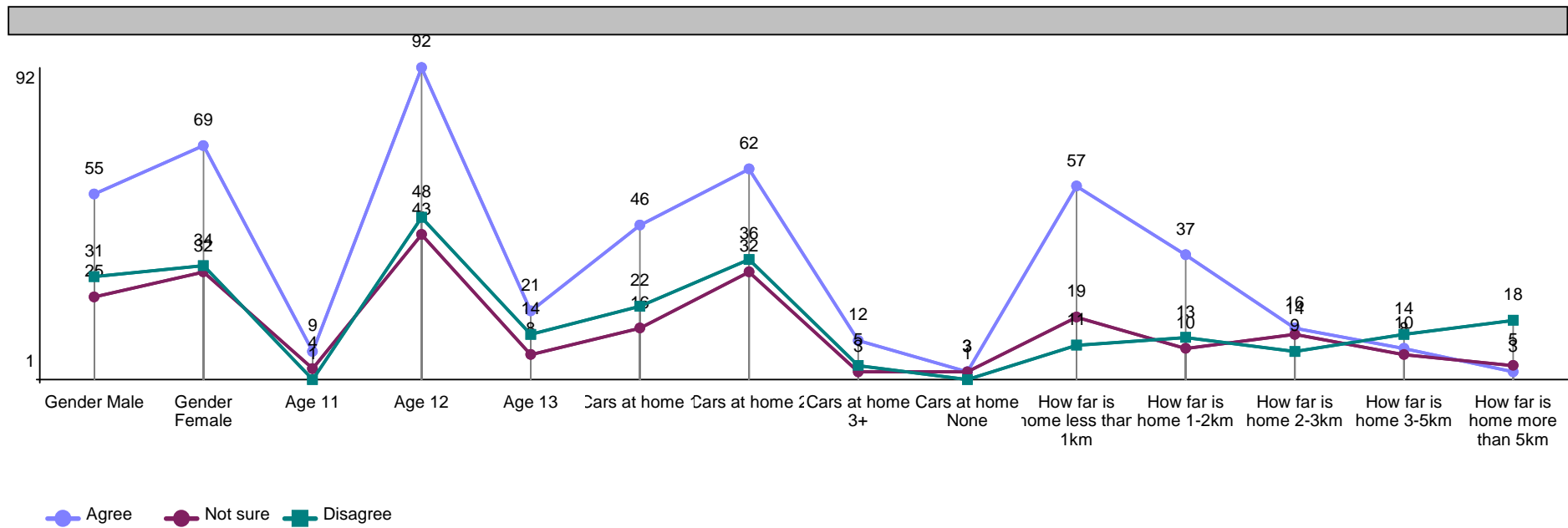
Dependence is highly significant. Chi2 = 44.80, df = 24, 1-p = 99.39%. % de variance expliquée : 2.69% Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency. This table is based on the sub-sample 'SAMPLE-group' containing 416 observations and defined by the following filter: School Amongst "Griffith Ave ; Rathmichael ; St Josephs BNS ; Presentation Primary Terenure"



**27. Intend to walk more is crossed with
2. Gender, 3. Age, 4. Cars at home, 5. How far is home.**

	Gender Male	Gender Female	Age 11	Age 12	Age 13	Cars at home 1	Cars at home 2	Cars at home 3+	Cars at home None	How far is home less than 1km	How far is home 1-2km	How far is home 2-3km	How far is home 3-5km	How far is home more than 5km
Intend to walk more														
Agree	55	69	9	92	21	46	62	12	3	57	37	16	10	3
Not sure	25	32	4	43	8	16	32	3	3	19	10	14	8	5
Disagree	31	34	1	48	14	22	36	5	1	11	13	9	14	18
TOTAL	111	135	14	183	43	84	130	20	7	87	60	39	32	26

Dependence is highly significant. Chi2 = 56.73, df = 26, 1-p = 99.95%. % de variance expliquée : 11.26%. Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency. This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"



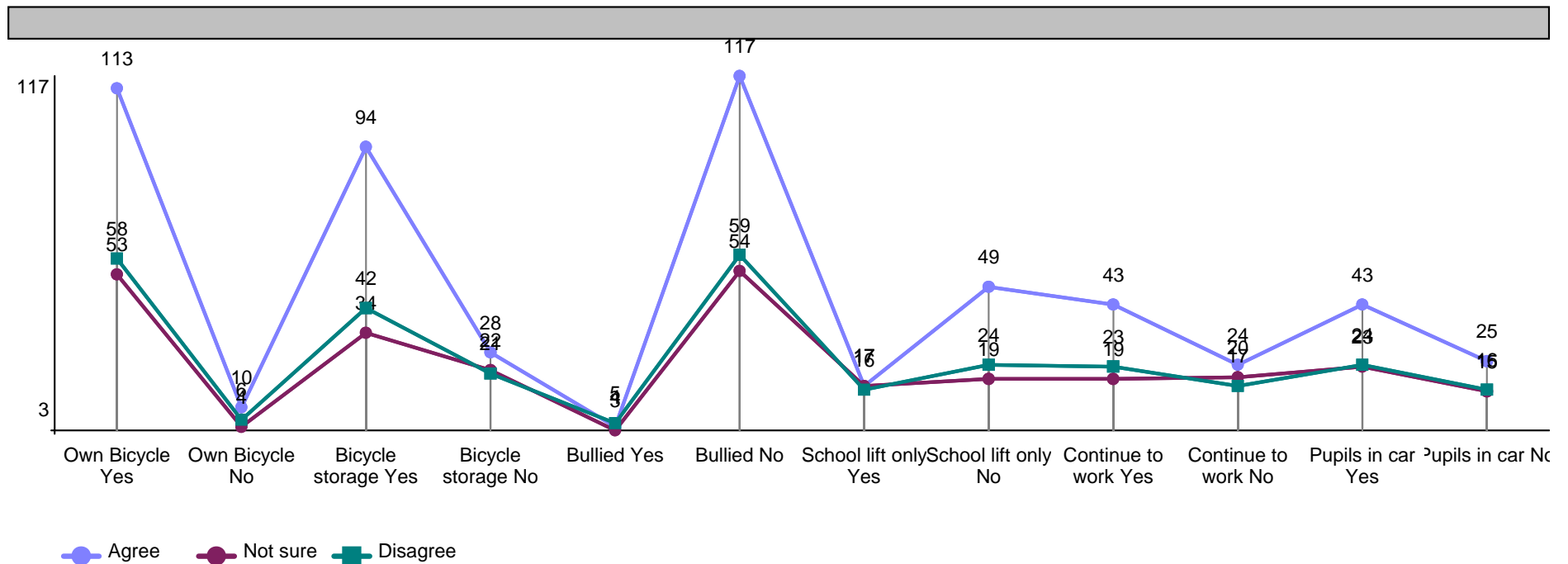
Children who would walk would tend to be: Female, age 12, have 1 or 2 cars at home and live up to 2 km from school

27. Intend to walk more is crossed with

10. Own Bicycle, 11. Bicycle storage, 12. Bullied, 13. School lift only, 14. Continue to work, 15. Pupils in car.

	Own Bicycle Yes	Own Bicycle No	Bicycle storage Yes	Bicycle storage No	Bullied Yes	Bullied No	School lift only Yes	School lift only No	Continue to work Yes	Continue to work No	Pupils in car Yes	Pupils in car No
Intend to walk more												
Agree	113	10	94	28	4	117	17	49	43	24	43	25
Not sure	53	4	34	22	3	54	17	19	19	20	23	15
Disagree	58	6	42	21	5	59	16	24	23	17	24	16
TOTAL	224	20	170	71	12	230	50	92	85	61	90	56

Dependence is not significant. Chi2 = 17.43, df = 22, 1-p = 26.07%. % de variance expliquée : 3.46% Cases highlighted in blue (or pink) are those for which the observed frequency is significantly higher (or lower) than the expected frequency. Chi2 is calculated on the table of citations (marginal frequencies equal to the sum of row/column frequencies). This table is based on the sub-sample 'p2-sample' containing 252 observations and defined by the following filter: Site = "Sample" and Period = "period 2"



Children who would walk would own a bicycle, have bicycle storage, not be concerned by bullies.

SUMMARY AND CONCLUSIONS

- The campaign associated with this TAPESTRY case study was associated with ‘Walk to School week’ in Dublin
- The campaign sponsors were the Dublin Transportation Office who delegated responsibility to the Road Safety Department of Dublin City Council.
- The campaign contained multiple messages and was directed at schoolchildren aged 11 – 12 and their parents
- Certain schools in Dublin were in the process of receiving infrastructure upgrades. These schools were excluded from the TAPESTRY trial.
- The campaign was adapted from an older UK campaign
- Two campaign sponsors were involved, Barnardos (a children’s charity) and Irish Life (an insurance company)
- The campaign was implemented at the end of the school year.
- There was no supervision of the campaign implementation.
- There were no significant changes in behaviour as a result of the campaign.
- Campaign recall was significant.
- Campaign content was also recalled spontaneously, and in some (correct) detail.
- There was no significant change in awareness of problems
- The main message of the campaign concerning health was perceived, recalled and resulted in a change of awareness of the ‘health’ problem.
- This awareness did not translate into any actual or intention to change behaviour.
- There were no changes in acceptance of responsibility as a result of the campaign
- Perceptions of modal options did not change after the campaign
- There were no changes in how children would like to travel.
- The reasons for cycling and walking to school are well understood and elaborated
- There was no change in habitual behaviour
- The campaign itself was not tightly focused or managed. It did not engage the children in some form of ‘joint enterprise’ with their teachers such as seen in a number of more successful campaigns in Europe.

The data were further inspected for indication as to the type of person who would change mode. These factors are listed below.

MARKET RESEARCH

In a separate exercise the data were inspected to see if there were clues as to who would constitute the target audience if a valid campaign were to be mounted. These results did not necessarily indicate a statistically significant finding but rather an indication as to the direction for further research and development.

Factors indicating 'Would cycle more'	Factors indicating 'Would walk more'
<ul style="list-style-type: none"> ▪ Safety. Whether road, bullies, strangers or crime is a major concern ▪ Children would cycle more if the roads were safer, if there were facilities and if their friends did. ▪ Issues of fitness and health could act as incentives ▪ Self-image as a 'careful' type of person may identify likely adopters of mode change ▪ Males ▪ Children living 1 – 2 km from home 	<ul style="list-style-type: none"> ▪ Safe route, if friends did and parents allowed ▪ Believe that dropping off children causes jams ▪ Protection from bullies, road safety ▪ Want to be able to travel when they want to ▪ Want safety in traffic ▪ Want safety from others ▪ Are concerned about the environment ▪ Are concerned about health ▪ See themselves as more careful and responsible ▪ Females ▪ Age 12 ▪ 1 or 2 cars in the home ▪ Live up to 2 km from school ▪ Own bicycles