

‘Dying 2 Drive’ Evaluation 2019

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EXECUTIVE SUMMARY

Dying 2 Drive is a single-dose educational road safety initiative aimed at reducing death and serious injury amongst young road users in Herefordshire and Worcestershire. The event involves a realistic road traffic collision (RTC) reconstruction involving all of the blue light services, their response and the ripple effect of such a collision; followed by four workshops reinforcing some of the key messages such as the importance of wearing seatbelts, speeding, driving whilst impaired and distractions. The event concludes with a testimony of a parent who has lost a child. The scheme is aimed at Year 11 students who will currently be car passengers and soon to become young drivers.

Evaluation was conducted on students who attended the 'Dying 2 Drive' event in Autumn 2019.

A mixture of qualitative and quantitative methods were employed for this evaluation. A 'Post-then-Pre' online survey was distributed, where data are collected after the intervention and respondents are also required to think about what their responses would have been prior to the intervention; 350 surveys were fully completed. A focus group was also held with 33 participants across three schools. A survey was also distributed to the teachers to find out whether or not they thought the students had benefitted from attending the event and whether they thought the intervention would have an impact on the students' behaviour choices on the road as well as their overall thoughts on the event.

There were statistically significant improvements in the attitudinal and intentions questions in the post-questionnaire, compared to the pre-questionnaire. The responses to this question indicate that respondents believed that their awareness, knowledge and attitudes towards the driving behaviours improved after experiencing Dying 2 Drive.

The scenario-based questions asked the students, unprompted, how they would react in given situations. With the drink-drive scenario, most students provided credible strategies for coping with the situation; and whilst, overall, a range of positive coping strategies were supplied for dealing with other passengers distracting the driver, there were some who felt that it was down to the competency of the driver. As such, the distraction workshop may need strengthening to convey how difficult it is to multitask and the amount of concentration a driver requires. With the broken seatbelt scenario, most respondents positively responded by saying they would move seats or refuse the lift.

Dying 2 Drive was well received by students, with the majority agreeing that the presenters were knowledgeable; the intervention was engaging and provided them with good coping mechanisms; and that they have benefitted by attending.

Students were asked how the intervention could be improved and five themes emerged:

- more interaction
- fear appeals versus a positive approach to driving
- more real-life situations and coping mechanisms
- presenters' style of approach
- other improvements and/or recommendations.

Students stated that they preferred the interactive sessions over those where they had to listen to presentations. Some students felt that it needed to be more graphic to have an impact, whilst others felt it needed to be more positive. Students suggested that problem-solving exercises, based on real-life examples, could be used to help them find more coping mechanisms for risky situations. There were some practical suggestions, based on presentation style and volume levels for the demonstrations, as well as being able to have materials to take home.

There were 12 teachers who completed the reflective survey. The teachers believed the car crash (RTC) demonstration, alcohol and drug workshop and the testimony of the parent losing a child were the most effective elements of the Dying 2 Drive intervention. They thought the distractions and cycling (speeding) workshops were the least effective as neither session had the shock factor or an interactive element.

The impressions of the teachers are interesting. Whilst they thought the RTC demonstration was one of the most effective elements, at the same time, they felt that it needed to be more impactful to evoke emotions. Overall, they rated the intervention highly and whilst they may have had the impression that their students were not as engaged as in previous years, the student survey suggests that it has had an impact and learning has taken place. Fear appeal used in previous years may have had an immediate effect and evoked strong emotions, but as the literature suggests, this approach may not elicit the desired behavioural response in the long term. It is interesting to note that teachers also believe the intervention could be more interactive in places.

Focus groups provided an opportunity to explore the student and teacher survey findings. They reinforced the finding that learning had taken place. The participants did suggest that interactivity could be increased and returned to the concept of using problem solving to identify coping strategies. Related to this, it was revealed that risk taking behaviour is situation-dependent, with some behaviours being entirely taboo in some scenarios and acceptable in others. These can depend on the driver and other participants involved, and the situation itself. As such, exploring a range of coping mechanisms for different scenarios might help them better prepare and demonstrate that the risk is not worth taking in any situation. It was also suggested that positive aspects of driving would bring a balance to the presentation and provide an opportunity to demonstrate the other elements which could be lost as a result of risky behaviour (freedom, independence and the financial implications of a collision or fines).

The combination of the qualitative and quantitative results leads to some recommendations which can inform the future design of the intervention:

1. Consider making all the workshops (particularly the distractions workshop) in the event engaging and/or interactive to make students feel more involved, for example, group work, an activity or game
2. Consider incorporating the positives of driving such as the freedom, independence and opportunities of learning to drive
3. Consider altering the distraction workshop to demonstrate and strongly convey that driving is not easy and when doing multiple tasks while driving it minimises concentration levels on the driving task
4. Consider using examples that include young people and scenarios that they could find themselves in, such as the RTC demonstration, as suggested by the participants, could be teenage friends leaving a party in the middle of the night
5. Consider including financial implications of a collision, the fines and points you could incur if caught speeding, driving through a red light as well as using a mobile phone behind the wheel
6. Consider also doing an intervention for Year 7s, making them aware of pedestrian, cyclist and passenger responsibilities
7. Continue to deliver the intervention without resorting heavily to fear appeal and gory images.
8. Consider incorporating real-life situations and coping mechanisms
9. Consider ways to reinforce the messages through giving 'freebies' (as suggested by a small handful of respondents in the survey) or as a follow-up (suggested by the teachers)

DYING 2 DRIVE – DESCRIBING THE INTERVENTION

Dying 2 Drive is a single-dose educational road safety initiative aimed at reducing death and serious injury amongst young road users in Herefordshire and Worcestershire. The event involves a realistic road traffic collision (RTC) reconstruction involving all of the blue light services, their response and the ripple effect of such a collision; followed by four workshops reinforcing some of the key messages such as the importance of wearing seatbelts, speeding, driving whilst impaired and distractions. The event concludes with a testimony of a parent who has lost a child. The scheme is aimed at Year 11 students who will currently be car passengers and soon to become young drivers.

Evaluation was conducted on students who attended the 'Dying 2 Drive' event in Autumn 2019.

EVALUATION

METHODOLOGY

A mixture of qualitative and quantitative methods were employed for this evaluation. A 'Post-then-Pre' online survey was distributed, where data are collected after the intervention and respondents are also required to think about what their responses would have been prior to the intervention; 350 surveys were fully completed. A focus group was also held with 33 participants across three schools. Due to time constraints and accessibility, a comparison group was not used. However, future evaluations could incorporate the use of comparison groups (of non-attending students and/or students receiving alternative interventions) to account for potentially extraneous variables.

The purpose of the survey was to quantitatively determine if the intervention affected their awareness and behaviours. They were presented with 12 statements which related to driver and passenger responsibilities, speed limits, helmet and seatbelt wearing. The statements were related to concepts included in the event. The remainder of the questions for the survey focused on demographic information (age and gender) and their thoughts on the Dying 2 Drive intervention, questioning whether the students thought Dying 2 Drive was engaging and if they felt they have benefited from the event, as well as providing them with the opportunity to make comments on what they would change and/or improve. Using a post-then-pre-design to identify self-reported behavioural and awareness changes can provide substantial evidence for intervention impact.

A survey was also distributed to the teachers to find out whether or not they thought the students had benefitted from attending the event and whether they thought the intervention would have an impact on the students' behaviour choices on the road as well as their overall thoughts on the event.

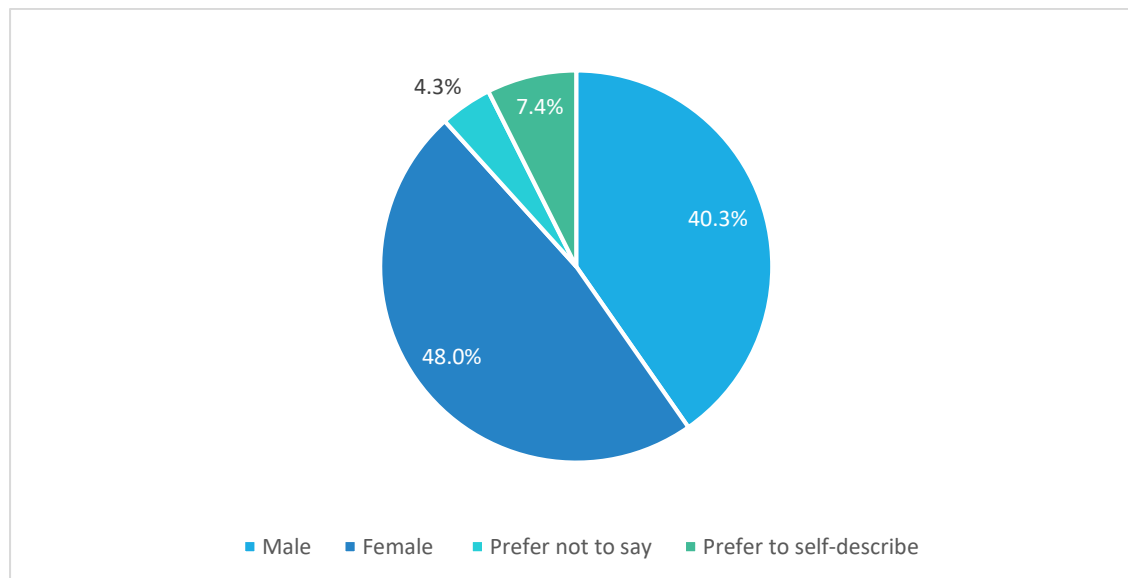
A qualitative approach provides an insight into the views of the students in terms of what they recall from the intervention; what they felt that they had learnt; and how it could be improved. A focus group is more than a group of individuals responding to the same questions. Responses emerge from the group interactions, with people discussing views with each other and reflecting. This provides an invaluable insight with this particular target audience. Focus groups enable participants to have an in-depth conversation on a wide range of subjects relating to the topics covered in the event. It allows for the exploration of personal experiences, views, values, attitude, beliefs, meanings, feelings and emotions – allowing researchers to understand their social world through their eyes. Therefore, a focus group was also a suitable method for data collection for this evaluation. There were 33 students who participated in a total of four focus groups across three different schools.

SURVEY FINDINGS

DEMOGRAPHICS

There were 350 online surveys fully completed. As figure 1 shows, 40.3% were male, and 48% female. A small proportion of the respondents preferred not to say (4.3%), and 7.4% of the respondents preferred to self-describe (consisting mostly of silly responses). The surveys were distributed to Year 11 students who had attended the Dying 2 Drive intervention, therefore there was a mixture of 15-and 16-year olds.

Figure 1 – Gender of Respondents



AGREEMENT LEVELS AFTER AND BEFORE THE DYING 2 DRIVE EVENT

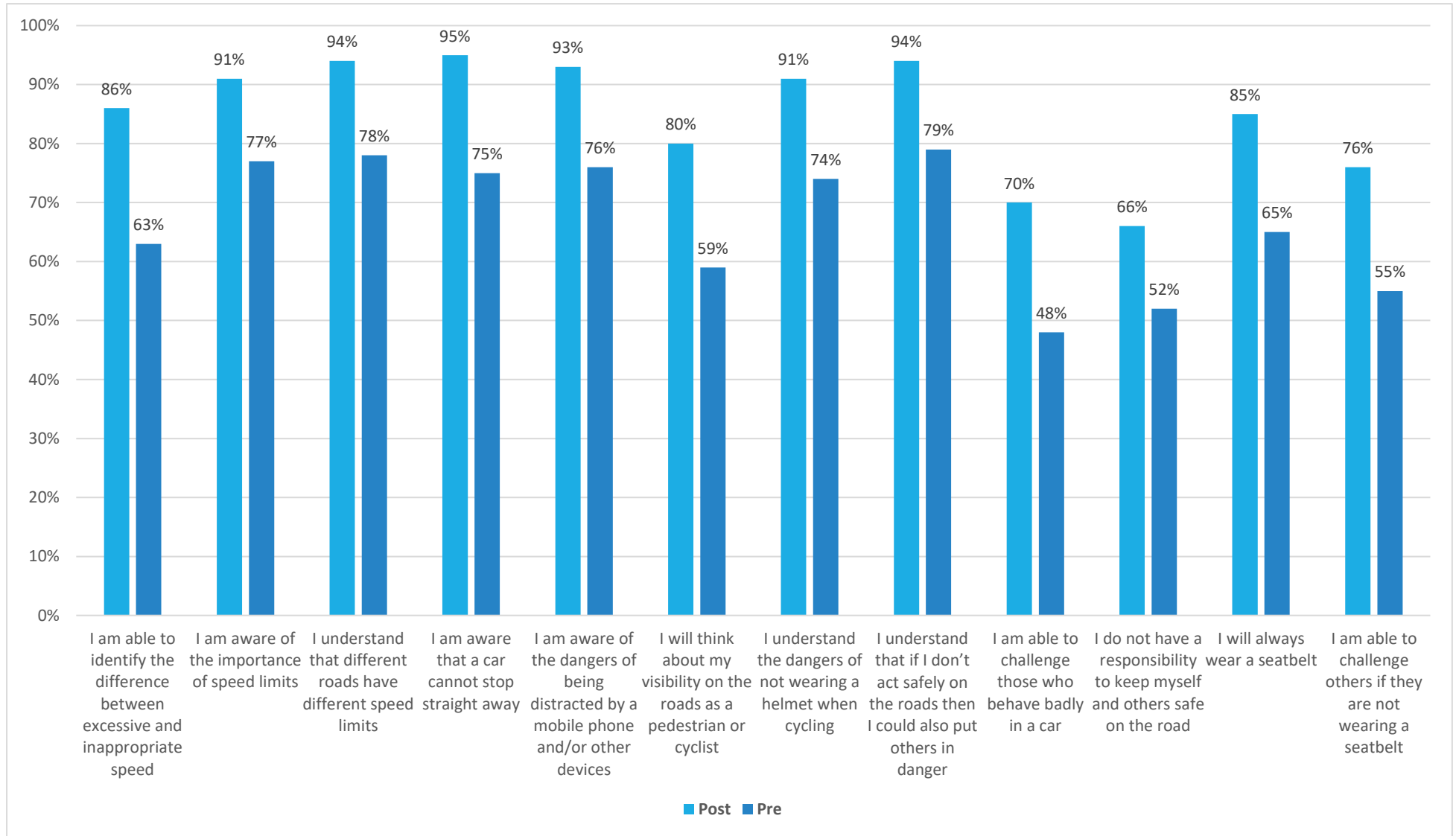
The students had to reflect on a number of statements and state how much they agreed with each statement (using a seven-point Likert scale of Strongly Agree to Strongly Disagree) after the Dying 2 Drive intervention, as well as reflecting on how much they would have agreed or disagreed with the statements prior to the intervention.

The statements were related to:

- Speeding/speed limits
- Driver/passenger responsibilities
- Seatbelt wearing
- Pedestrians/cyclists
- Distractions

As Figure 2 demonstrates, there is a general increase in 'Strongly Agree/Agree' after the intervention in all the statements (there is also an increase in Strongly Disagree/Disagree for the statement which was negatively phrased: 'I do not have a responsibility to keep myself and others safe on the road'). In particular, there is an increase in being able to challenge those who behave badly in a car; always wearing a seatbelt; awareness that a car cannot stop straight away; and being able to identify difference between excessive and inappropriate speeds. The difference between 'Post' and 'Pre' (on self-reflection) responses is statistically significant ($P > 0.5$) (see appendix three).

Figure 2 – Agreement levels (Strongly Agree/Agree) AFTER and BEFORE the Dying 2 Drive intervention



SCENARIO-BASED QUESTIONS

“You and your friends have gone out for the evening and you plan to get a lift back with your friend, but you know they have been drinking alcohol and have gone over the limit. They insist they are fine and will drive you back home. What would YOU say or do?”



In asking this question, it got the respondents to think about alternative ways to get home. Responses ranged from calling a parent, getting a taxi, or taking over and driving for the friend. Some respondents, however, did state that they would still get in the car and risk it.

'I would tell them to drive carefully'

'I would say that I will drive and take them home'

'Get in the car'

'I'd call my parents to give me a lift back instead and offer them a lift as well'

'I would say not to as it can affect their licence and could crash and injure the other passengers'

'I would offer to pay for a taxi and tell them not to drive. If that doesn't work, I'll take the keys off them'

'I would inform the driver that me and my friends feel unwell, and ask for them to pull over'

'Get a taxi'

'I'm not getting in the car and you shouldn't drive either. Let's get a lift and collect car tomorrow'

'Say no and walk'

'I'd let them because if its far away and late at night the risk is worth it'

"You're in a car with your friends and the passengers are distracting the driver. What would YOU say or do?"



By asking the respondents this question around passenger distraction, it got them to think about their responsibilities as a passenger. As can be seen by the responses, they do see themselves as having a responsibility as a passenger and understand that friends can be distracting in a car. Responses range from telling their friends to be quiet to explaining to them that they are being distracting and the driver needs to concentrate. Interestingly, however, some of the respondents stated that they would either do nothing or they would judge how competent the driver is and if they are okay with the other passengers distracting them. As a result, the distraction workshop may need altering slightly to demonstrate and strongly convey that driving is not easy and when doing multiple tasks while driving minimises concentration levels on the driving task.

'Can you be quiet please'

'SHUT UP!'

'Tell them to be quiet and explain to them why we need to be quiet'

'Recommend that the driver needs his/her full attention whilst driving, and that a distraction may result in a collision'

'It depends what the distraction is and how competent the driver is'

'I would tell them to stop as they could cause the driver to crash and can cause serious injury to themselves and others'

'Depends on the driver and if they're okay with it'

'Ask the driver if he/she is ok and tell others to behave in the car'

'You feel sick, so they pull over'

'Tell them straight or ask to leave the car'



“You get into a car and the seatbelt mechanism is broken. What would YOU say or do?”



There were some mixed responses for the broken seatbelt mechanism scenario question. Some respondents stated that they would hold the seatbelt around them. However, most of the respondents stated that they would change to a different seat and inform the driver, and if there isn't a seat with a working seatbelt mechanism, then they would refuse the lift.

'Get in anyway'

'CHANGE SEAT'

'Move to a different seat and point this out to the driver'

'Get out of the car or move into another seat'

'Say my seatbelt doesn't work but probably not change seat'

'Nothing I'd just get in anyway'

'I will just hold it around me it will be ok'

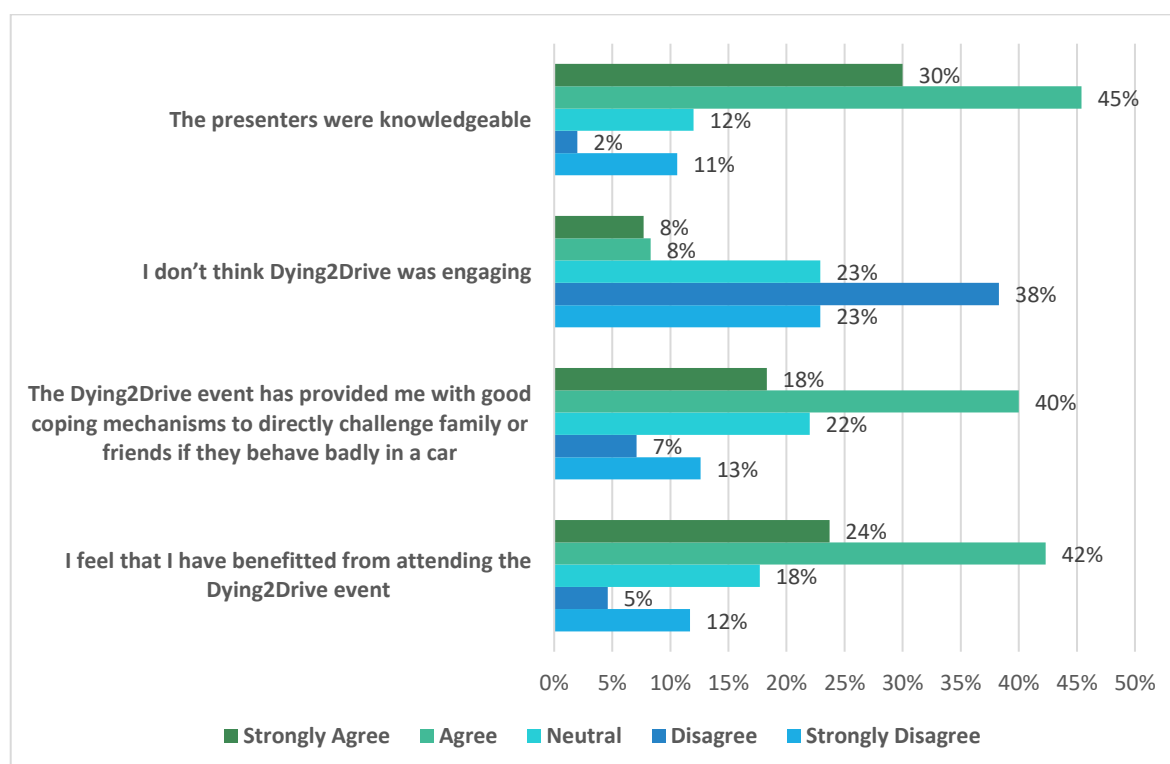
'Tell the driver, and see if any of the other seats are affected by the same issue, if so, I would refuse the lift'

'Get out of the car'

ABOUT DYING 2 DRIVE

Some statements about the Dying 2 Drive were presented to the respondents and they had to state their levels of agreement. Of the respondents, 45% agreed and 30% strongly agreed that the presenters were knowledgeable. For the statement on being provided with good coping mechanisms to directly challenge family or friends if they behave badly in a car, 40% agreed, 18% strongly agreed and 22% were neutral. Of the respondents, 42% agreed that they had benefitted from attending the Dying 2 Drive event, 24% strongly agreed and 18% were neutral. For the 'I don't think Dying 2 Drive was engaging' statement, 38% disagreed and 23% strongly disagreed and 23% were neutral; 16% agreed or strongly agreed.

Figure 3 – Respondents level of agreements for statements about Dying 2 Drive



IMPROVEMENTS

Respondents were encouraged to think back to the Dying 2 Drive event and shed light on what they would change and/or improve. As this was a free text question, analysis has been conducted and five themes have emerged:

- more interaction
- fear appeals versus a positive approach to driving
- more real-life situations and coping mechanisms
- presenters' style of approach
- other improvements and/or recommendations.

More interaction

A lot of the participants stated that they would have preferred it if the event was more interactive and had fewer sessions which involved them sitting and listening to presentations. Some stated that some of the talks were boring. They would have preferred the workshops to be more like the alcohol workshop, where they got to try on the beer goggles. Therefore, some considerations could be made to make each workshop more interactive (recommendations are made at the end of the report).

'let us get more involved'

'Make it more interactive'

'Make it more hands on not just sitting and listening because it can get a bit boring'

'Try to be a bit more interactive, at times it was quite factual and repetitive of the same facts in each workshops'

'It needs more stuff to do'

'Make the other tents more active rather than just the beer goggles'

'Some of the talk was boring'

Fear appeals vs positive approach to driving

There were some mixed thoughts on the approach Dying 2 Drive should take. Some thought the intervention needed more fear appeals to be more interesting and effective while others thought the fear factors needed to be toned down and thought the screaming was not necessary and stated that there needs to be more of a focus on the positives of driving, as it made them nervous to start learning to drive.

'More death'

'Use the more gruesome video to get the message across more'

'I would change the accident scene. As it wasn't very engaging and didn't really show the seriousness of an RTC. It could've been more graphic.'

'Be more positive about driving as it was all negative and made me nervous about starting to drive'

'Take out the screaming at the demonstration'

More real-life situations and coping mechanisms

A lot of the respondents mentioned that there needed to be more real-life examples as well as coping mechanisms. Some suggested problem-solving exercises where the students could be given situations which they could find themselves in and how they would solve it, providing suggestions on how to potentially make the intervention more interactive.

'More coping methods'

'The students could be given situations they could find themselves and how to solve it'

'Have more real-life events (like the car crash)'

'More examples on what could happen if we aren't safe on the road'

'Put us in more situations and act how we would play the scene out'

Presenters' style of approach

A few of the respondents mentioned that the style of approach by some of the presenters were quite patronising and unengaging, which was said to be discouraging. Some stated that the music was too loud as well as the demonstrations outside bring making it difficult to comprehend what was actually going on.

'Interesting but felt like they were talking to us like 4-year olds'

'Make it more engaging for the audience, and don't treat the students as if they're stupid'

'The road safety woman was quite patronising, very boring and unengaging'

'It was difficult to see and hear outside, so if it was inside it might be easier to understand. Some of the presenters were patronising and this was off-putting'

Other improvements and/or recommendations

A few of the respondents took this chance to say some positive comments around the Dying 2 Drive event and stated that they would not change anything about it and that it should be a compulsory event that all schools should take part in. Some stated that the event should have been longer and that there should have been freebies or materials to take home. A small handful stated that they would have liked to have the opportunity to drive a car at the event.

'Wouldn't change anything. Perfect'

'I think it should be a part of our schooling that every school must come. Need us to talk about using your mobile when driving it wasn't mentioned today'

'more freebies'

'Let us drive the car'

'Longer'

CONCLUSIONS FROM SURVEY

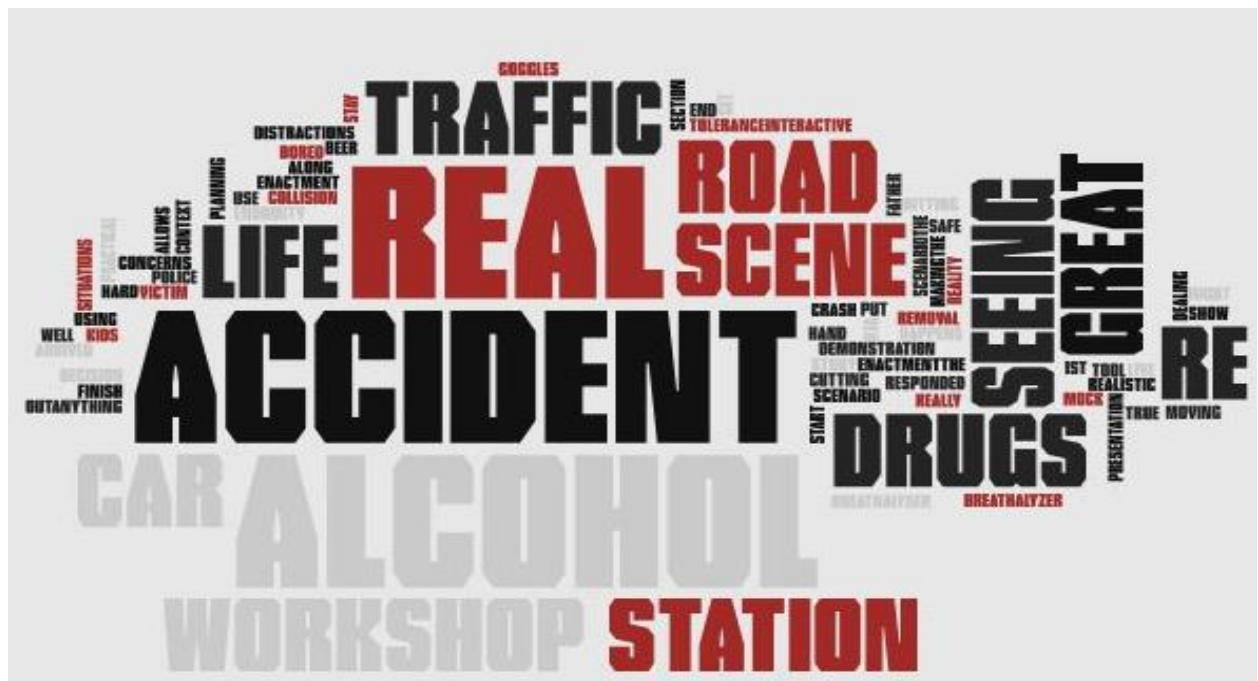
The survey indicated that the intervention has resulted in learning amongst the target audience. There are some conclusions which could be reached, and which might inform future development of the intervention.

Overall, there is an increase in 'Strongly Agree/Agree' responses after the intervention in all the statements (there is also an increase in Strongly Disagree/Disagree for the 'I do not have a responsibility to keep myself and others safe on the road'). There is a considerable increase in being able to challenge those who behave badly in a car; always wearing a seatbelt; awareness that a car cannot stop straight away; and being able to identify differences between excessive and inappropriate speeds. In the scenario-based questions, most respondents had positive attitudes to seatbelt wearing and dealing with passenger distractions, however, some stated that they would risk not wearing a seatbelt or that they would still get in a car with a friend who has been drinking alcohol.

DYING 2 DRIVE TEACHERS SURVEY

MOST EFFECTIVE ELEMENT FOR ENCOURAGING STUDENTS TO BECOME SAFE DRIVERS

'What do you think was the most effective element for encouraging students to become safe drivers?'



Some of the teachers thought the road traffic collision scene was the most effective element as it enabled students to witness it first-hand and understand the enormity of dealing with an RT^C and the aftermath.

'Seeing the scene when they arrived of a road traffic accident & the enormity of dealing with this.'

'The realistic road traffic collision.'

'Live re-enactment'

'The real-life re-enactment and seeing it 1st hand'.

'The demonstration of what happens at an accident with the cutting of the car and the removal of the car crash victim.'

'The accident scene.'

'The real-life scenario'

Alcohol/Drug Workshop

The teachers also thought the alcohol and drug workshop was particularly effective as it included some interaction and demonstrations which allowed engagement with the students.

'The scenario, the Police section on alcohol and drugs and the decision making'

'The mock-up RTC and the alcohol tolerance'

'Interactive start to show the reality of the concerns. Kids responded well to the alcohol/drugs workshop. Breathalyser was a great tool to use along with the 'beer goggles'.'

'Using the Breathalyzer.'

Testimony of Parent Losing Their Child

A small proportion of the teachers stated that the testimony of a parent losing their child to a car crash was hard-hitting and effective for encouraging students to become safe drivers.

'To finish with the presentation from the father was really hard hitting. '

'True story at the end.'

Having Different Workshops and Including Some Practical Elements

Some of the teachers mentioned that having different workshops was beneficial as it got the students to move around from station to station which effectively kept them engaged and not get bored.

'Situations being put into a real context for them. Moving from station to station allows them to not get bored.'

'Distractions workshop and the planning for how to stay safe when on a night out'

'Anything practical is great.'

Least Effective Element for Encouraging Students to Become Safe Drivers

Teachers were then asked what they thought was the least effective element for encouraging students to become safe drivers. They highlighted that the cycling and pedestrian workshop (speeding workshop), the style of delivery and the lack of fear factor were the least effective in encouraging students to become safe drivers. Some of the teachers left overall positive comments and gave suggestions for improvement.

The teachers thought that the cycling and pedestrian workshop was not as effective as the other workshops, with one of them saying it was dull and another suggesting that it could have been more hard hitting.

'The bike section was a little flat in places'

'Cycle safety could've been more hard hitting.'

'The session on road safety i.e. crossing roads, being seen at night etc.'

'Cycling workshop (number 3)'

Some comments were made on the style of delivery of the workshops. One of the teachers highlighted that some of the workshops were dull and unengaging with the students. Another teacher mentioned that in the mobile phone workshop (distraction workshop), the delivery was not as confident.

'Driving with a mobile phone - delivery was not confident'

'Some of the workshops were dull and lacked the spark to hold student's attention.'

Some of the teachers compared this year's Dying 2 Drive event to previous years and mentioned that it was not as emotional and, as a result, not as effective in encouraging students to become safe drivers. They also mentioned that in previous years, the students remembered a lot more and discussed the demonstration as a follow-up. However, this year, the students did not remember as much.

'I was a little disappointed with the initial demonstration. previous years have been really emotive with actors behaving in ways people would. E.g. Crying, screaming and realistic injuries.'

'This year the demonstration to cut a person out of a car and arrest the other driving was very sterile. I understand that the research suggests the theatrics take away from the topic being taught. However, my students came away the previous year discussing the demonstration which lead to better classroom discussions as a follow up. This year the students couldn't really remember the demonstration. This is such a shame as it can really hits home to the students the reality of their actions. People after all learn retain information better if they can attach an emotion to it.'

Positive Comments and Suggestions for Improvement

There were a few positive comments made on the overall event and believed it was very effective but some of the teachers recommended to include practical activities for the students to make it more memorable.

'Everything was effective, but I would say practical activities tend to be more memorable.'

'I didn't think any of it. I thought it all showed a different message which came across very clearly.'

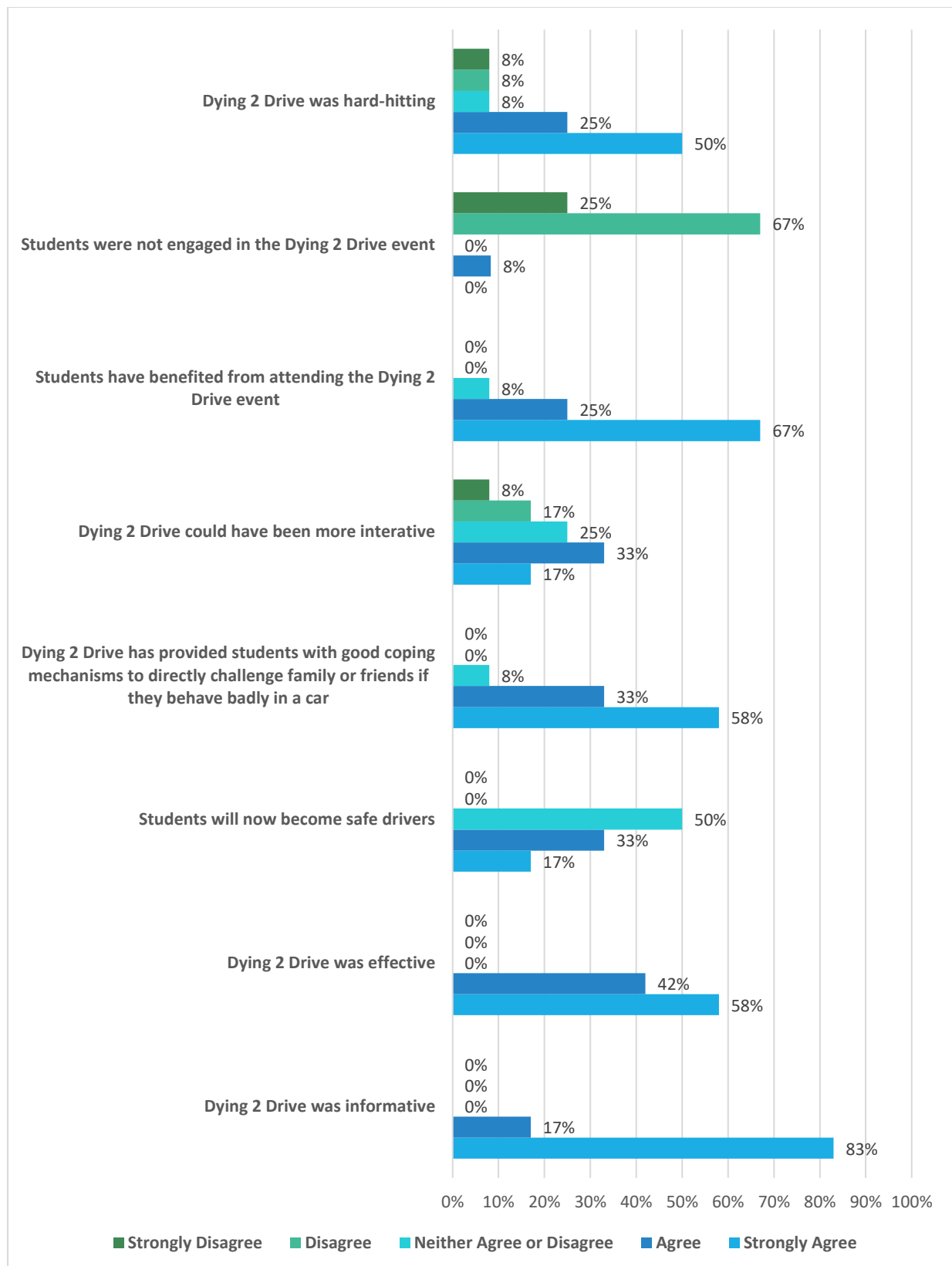
'I believe all elements were of benefit to the students.'

ABOUT THE DYING 2 DRIVE EVENT

Out of the teachers who responded, 50% strongly agreed that Dying 2 Drive was hard-hitting, 25% agreed and 16% disagreed or strongly disagreed. Most of the teachers (92%) strongly disagreed or disagreed that students were not engaged in the Dying 2 Drive event. Again, most of the teachers (92%) agreed or strongly agreed that the students had benefitted from attending the Dying 2 Drive event. Half of the teachers (50%) thought that the Dying 2 Drive event could have been more interactive. Most of the teachers (91%) agreed that the event provided students with good coping mechanisms to directly challenge family or friends if they behave badly in a car. Half of the teachers (50%) neither agreed nor disagreed that students would become safe drivers after the Dying 2 Drive event, whereas the other half of the teachers agreed or strongly agreed. All teachers agreed or strongly agreed that the event was effective and informative.



Figure 3 – Agreement Levels for the Dying 2 Drive Event



RANKING OF THE MOST EFFECTIVE ELEMENT OF DYING 2 DRIVE

Below is the ranking of how effective the teachers thought each element was in encouraging students to become safe drivers. They thought the car crash scene was the most effective in encouraging students to become safe drivers, followed by the testimony of a parent losing their child, the car passenger demonstration and the breathalyser demonstration. Therefore, they believed fear factors and emotional stories are more effective for students to become safe drivers, as well as, the practical elements such as the breathalysers and real-life examples and stories told by the presenters. They thought the least or not as effective elements were the presenters' knowledge as well as the distraction games and beer goggle demonstration.

1. Car crash scene (cutting the female out of the car)
2. Testimony of parent losing their child
3. Car passenger demonstration (too many passengers in a car -what would you do?)
4. Alcohol/drugs test demonstration
5. Examples/stories provided by the presenters
6. Beer goggle demonstration
7. The distraction game (reading backwards and adding distractions)
8. Presenters' knowledge

HOW TEACHERS WOULD CHANGE OR IMPROVE THE DYING 2 DRIVE EVENT

Teachers were asked what they thought needed changing or improving in the Dying 2 Drive event. A few themes emerged:

- more interaction, including more real-life examples and problem solving
- making it more dramatic/hard-hitting
- potentially including a follow-up.

More interaction

Some of teachers highlighted that the event needed to be more interactive as opposed to just being a lecture, and that the students needed to feel more involved. One of the teachers provided an example of how to make the event more interactive for example presenting a few challenges to the students where they discuss in small groups.

'Possibly more interaction as opposed to being talked to, so the students feel more involved'

'More interaction with students ... too "classroom" based where students are just lectured at.'

'Maybe a few challenges where they could discuss something in small groups and then report back.'

'The distraction workshop wasn't as dynamic and didn't engage the pupils. Teenagers have a short attention span especially the ones who are most likely to be at risk from the topics discussed perhaps'

all the workshops need to be more interactive. As an adult, I thought it was a fantastic event which was well run and really informative. Thank you for all the hard work of the team. If it saves just one life that is worthwhile'

No improvements or changes needed

One of the teachers stated that the event does not need changing or improving as they thought it was a very good course.

'Nothing. It was really a very good course that [the school] would like to be involved in next year.'

'I really value the event and will be bringing students next year. I would just like to see the initial demonstration improved.'

Making it more dramatic/hard-hitting

Some of the teachers mentioned that they would have preferred if the event was more hard-hitting, dramatic and including more real-life stories to emphasise the dangers of making a bad decision behind the wheel.

'Very little to change. It was great.

Possible suggestions to make it more dramatic;

- 1. Background music to the car crash scene (like the video)*
- 2. This one would be dependent on the availability and the desire of this person to do it; however, I am aware of a fireman (firefighter) that had a serious motorbike accident a few years ago and lost a limb. Would this also be a good hard-hitting presentation? I hope I don't cause offence to this person (or cause him extra work now!) I hope this runs again next year.'*

'More real-life examples that hit home. Videos and pictures of real scenes/events that have happened due to bad decisions made by young adults similar ages to themselves.'

'I would put back in the part where students listened to the sound of the crash before walking out to see it, very sobering, had less impact this year.'

'Return to the accident scene as staged previously - 2018 and before. This year's scene was too diluted and did not have the same impact. It didn't provoke the same emotions. Students felt it was just a mock-up... Bring back the lorry.'

'More interaction with students ... too "classroom" based where students are just lectured at.'

CONCLUSIONS FROM TEACHERS SURVEY

The teachers believed the car crash (RTC) demonstration, alcohol and drug workshop and the testimony of the parent losing a child were the most effective elements of the Dying 2 Drive intervention. They thought the distractions and cycling (speeding) workshops were the least effective as they both did not have the shock factor or an interactive element.

As a result, in their perspective, they would make the event more interactive, including activities and group work, as well as adding more fear appeals to make the event more effective to young pre-drivers. They made comparisons to previous years where there were more fear appeals and they do not understand why it has been toned down.

The default option for road safety campaigns has been an approach based on threat and fear as there is a firm belief in the ability to 'scare people straight' (Hoekstra and Wegman, 2011). However, the widespread use of threat-based approaches does not reflect evidence for their effectiveness. Studies have been conducted using threat-based approaches with young male drivers and found that young males appeared to be less persuaded by appeals involving physical threats (Lewis et al, 2007). There is in fact little clarity about how the emotional element, fear, is supposed to contribute to behaviour change. Cary et al (2013) found that "threat appeals can lead to increased fear arousal, but do not appear to have the desired impact on driving behaviour". They suggest that an "overly simplistic" way of thinking about the casual relationship between emotion and behaviour may be at fault. Lewis et al (2007) point out that many threat-based campaigns may elicit emotions other than fear (disgust, for example), which may have a different behavioural consequence. There is also a growing body of research such as Lewis et al (2007) that highlight the importance of susceptibility and efficacy. They state that: "the most consistent and definitive conclusions appear to be in relation to the importance, not of fear arousal but, of relevance (i.e. vulnerability) and provision of coping strategies and recommendations that an individual can effectively enact to avoid or prevent a threat from occurring (i.e. efficacy)". A lot of road safety campaigns are now shifting to alternative threats such as social threats and threats to mobility and freedom opposed to the risk of death or injury. Wundersitz et al (2010) cite evidence that "young people appeared most affected by threats to their freedom or mobility", suggesting that there might be potential in a campaign focused on the risks of losing the use of one's license or (as a result of damage) vehicle. This risk might resonate with rural young drivers in particular, given their greater dependence on their car.

The impressions of the teachers are interesting. Whilst they thought the RTC demonstration was one of the most effective elements, at the same time, they felt that it needed to be more impactful to evoke emotions. Overall, they rated the intervention highly and whilst they may have had the impression that their students were not as engaged as in previous years, the student survey suggests that it has had an impact and learning has taken place. Fear appeal used in previous years may have had an immediate effect and evoked strong emotions, but as the literature suggests, may not elicit the desired behavioural response in the long term. It is interesting to note that teachers believe the intervention could be more interactive in places.

FOCUS GROUP FINDINGS

Focus groups were held with students who had attended the Dying 2 Drive event. The purpose of the focus groups was to determine what they remembered from the intervention; what they felt they learnt from the event; and how they felt it could be improved.

Four lively and informative discussions took place with 33 students, providing useful insights into the intervention. All four focus groups consisted of Year 11 students, aged 15 and 16 years (pre-drivers).

Before starting the discussion, the aims, objectives and purpose of the research were discussed, as well as gaining verbal consent from the participants. Participants were made aware that their names or other personal identifiers would not be included anywhere, and that only their gender and age would be used. It was made clear that anything they said would be kept strictly confidential and would only be used for the purpose of the evaluation. All the focus group discussions were audio recorded and transcribed.

RECALL OF THE EVENT AND THE KEY MESSAGE WAS HIGH

All four groups of students could recall details of the day, highlighting the key messages of the various workshops such as safety awareness; the effects of alcohol on driving; speeding; driving isn't easy; visibility; helmet wearing; reaction times; seatbelt wearing.

'Road safety for pedestrians as well, like making sure you're always visible, always wearing something to make sure you're seen' (Female, 15)

'there was a car crash incident at the beginning, showed us how they get people out of the car and the police... dealing with the person who hit the other car, breathalysers and drug tests' (Female, 15)

'even if you're just going down the road like you should still wear your seatbelt as you don't know what's going to happen, like before, let's say I was going down the street, I wouldn't wear a seatbelt but now like I would because like you see the videos and going through the screaming and that's like yeah' (Male, 15)

'I think the main one was driving isn't as easy as you think it is and there's actually a lot more, I would say skill and mindset to it than anything because the littlest distraction might like going up a speed bump while you're drunk can make you swerve and just crash so' (Male, 15)

APPLYING KEY MESSAGES OF THE EVENT TO REAL LIFE SCENARIOS

Students were asked whether they had been given coping mechanisms and/or strategies that they could apply to real life scenarios from the Dying 2 Drive event. They mentioned that since attending the Dying 2 Drive event they are now more aware of their surroundings while in a car and are able to pick things up more regarding unsafe driving behaviours. Some of the students mentioned either that the intervention had not provided them with any coping strategies or that they had not learnt anything new and stated that the coping strategies were more 'common sense' but the event, however, prompted them to think about it more.

'You tell them to keep their voice down to not distract the driver and if they've got music on, tell them to turn it down to a minimal so they can still hear it but it's not too distracting for the driver so they can hear things around them.' (Female, 15)

'When I've been out and about with my mum, if we've seen someone in front of us driving dangerously, I've been able to pick on it more than I was able to before.' (Female, 16)

'tell them to concentrate on the road and get off their phone' (Female, 15)

'not to be a distraction really and concentrate and if you want something ask the passenger, not the driver, not keep pestering them and act if the driver is doing something wrong like if they're on their phone and actually say 'can you get off your phone' (Female, 15)

'Dying 2 Drive just showed me the horrors, it didn't really make me think of anything, well it did, but it didn't make me think I could do this or I could do that because I already know what I can do but it did make me think that is pretty dangerous and that's pretty brutal. When they were doing that reconstruction of the car crash, I was like oh' (Male, 16)

All four focus groups were presented with three different scenarios and the students were questioned on what they would do if they found themselves in those situations. They were presented with a drink driving, distractions and mobile phone use behind a wheel scenario, to understand their attitudes to others behaving in a particular way in a car.

Drink Driving Scenario

Most students stated that they would not get in the car with their friend and could provide alternative ways to go home such as getting a taxi, calling a relative and walking home. However, some students stated that they would take the risk if their friend is insisting that they are able to drive knowing that they've had a few drinks. Some stated that it was dependent on a number of factors such as whether their friend can walk in a straight line.

'Call a cab' (Male, 15)

*'it depends if they can walk in a straight line or not *laughs*, if they look fine, they're not passing out, that would be a different scenario but if they've had like 1 or 2, like beer or something I wouldn't be fussed about that. But it's dependent on how much they've drank and if they can like handle how much they drink' (Male, 15)*

'I would take their word for it. it depends, if how they are during the night, but if they're not in the right state, I would ask for their keys' (Male, 16)

'you can normally tell how someone's walking, how someone's talking, how they just are in general to see if they are fit to drive a car' (Male, 16)

'I would probably disagree, but only because the rules are like quite strict around drink and driving. I wouldn't want that beer to be the reason, like they've just got their license, I wouldn't want them to be taken off them so soon' (Female, 15)

Passenger Distraction Scenario

Most of the students were aware of the passenger's responsibilities in a car and how they can be distracting to the driver, as a result of attending the Dying 2 Drive event. However, some of the students did think it was the driver's responsibility to tell passengers if they are being distracting.

'You would tell them to stop messing around and to just sit still' (Female, 15)

'The driver's [responsibility] because it's distracting them and not the passenger' (Male, 15)

'I think it's everyone's responsibility, because the driver has to concentrate on the road and driving— so it's sort of more of the passenger's responsibility for how they act in the car' (Female, 15)

'would have said [before the event] it was the driver's responsibility and now I know it's everyone' (Female, 15)

'it depends at what level it was, if there's not that many cars and if they're showing something on their phone and they look back quickly that's not a problem but if he's actually fully trying to concentrate then they're distracting it's like 'oh leave it out for a minute' (Male, 16)

Mobile Phone Scenario

The students were also presented with a mobile phone scenario regarding what they would do if their friend was using a mobile phone at the wheel while driving. The majority of the students stated that they would not condone such behaviour and would not have before the event either as they were aware of how dangerous it is to drive and use a mobile phone. Some of the students stated that it was dependent on their surroundings or believed it was down to the driver's capability or choice.

'Tell them to put it away' (Male, 15)

'Take it off them, tell them to stop, tell them to pull over' (Female, 15)

'For me, it's very dependent on the situation, if there's loads of cars, loads of traffic, but like if they're sat in traffic I wouldn't care and we're moving a bit, I wouldn't care. You should concentrate 100% on the road if it's raining, it's slippery on the roads then you shouldn't be on it' (Male, 16)

'I would feel confident if like my family were on their phone, like I trust my dad more if he was on the phone as I know he's still concentrating' (Male, 15)

'Again it's kind of like, obviously you shouldn't text and drive or be on your phone but it kind of depends, if they actually are aware of, like they aren't swerving, they notice there are cars around them, they're doing the speeding limit, and not doing irrational things, so again, if they are doing those things then you simply say get off your phone but any other time it's really on them' (Male, 15)

'I disagree with that, I'm kind of like fully against anyone using their phone, no matter how like experienced they are or whatever, um I think if you're like close with them and they need to text their mum or something then you would take their phone and text them for them, well that's what I would do in that situation because if they are using their phone at the wheel, anything could happen, you could say watch out, and they would be looking down, then that's like, a lot could happen.' (Female, 15)

MOST EFFECTIVE ELEMENT OF THE EVENT

The majority of the students believed the car crash (RTC) demonstration at the beginning of the workshop event was the most effective element. They stated that it set the scene well and caught everyone's attention and is something they would not easily forget, followed by the personal testimonies at the end. They also expressed that the more interactive workshops were the most effective compared to the workshops that were more of a presentation which they described as 'boring' and 'lecture-like'.

'I think it was the scenario where, so when we first arrived, and we had to stand, they re-enacted a car crash and we saw the woman get cut out of the car, like they showed the injuries they got and the knock-on effect that had and I think that was really effective... made me realise that whilst driving is a really really good thing, it's really serious, you have to be sensible.' (Female, 15)

'I think the crash at the beginning, especially as most of us in our year haven't experienced that at all only because being a by-stander and watching it and feeling helpless in that situation but a lot of people were taken by it by watching it and especially with the statistics being thrown at us at the same time, it was all just an eye-opener really for everyone to see the real effects of a crash because when you're younger, everything is mulled over, a lot of adults make it seem like it isn't as much of a big deal

than it actually is, so then growing up, most kids think it's okay, um and not as bad and then to just be hit with harsh reality, for most of us it is, like they said earlier, it really is a vivid image even now, a month later, so it proves how much of an effect it can actually have just to watch something happen and then experience it' (Female, 15)

'Wearing the goggles was fun. I liked it because it was interactive.' (Male, 16)

'I remember the interactive ones more than the talking ones' (Male, 15)

'You know the last workshop we all watched together I found that the most effective because it was like a real life story and it did like kind of get to me and I found that the most like, it made me wanna like wear a seatbelt, like not distract the people in the car and thought that was the most effective'
(Female, 15)

LEAST EFFECTIVE ELEMENT OF THE EVENT

Most of the students mentioned that the workshops that did not have an interactive element were the least effective such as the distractions workshop, which they stated did not remain with them. Some of the students mentioned that a lot of the messages were quite repetitive.

'I reckon the distractions one could have been improved because they go on about all of the distractions and that, I think they should have shown scenarios about it, it would stick in your mind more and make you realise how serious those distractions can be... by videos or creating one scenario just something little and the littlest things matter in like sticking with you, it was mostly PowerPoint, to be fair' (Male, 15)

'Every other workshop had some sort of interactive element in it um apart from the distractions workshop. Um like the bike one had a video of a van and this kid pulling out, which I can still remember, the distraction one it's kind of hard to remember apart from the basics that I already knew'
(Female, 15)

'I think the distractions one bored me, I just zoned out of it' (Male, 16)

'That one felt like all the typical things you hear, wear your seatbelt, do this, do that. I don't want to hear it again, I want to hear it in a different way or in a way that I think I need to do these things'
(Male, 16)

'A lot of things were repeated, I know its safety but like, not bored but I've heard this, don't have to tell me three times. A lot of them followed on from each other and repeated a lot. Most of them were presentations. It would have been nice if they had a few more demonstrations and if it wasn't as cold and for the drugs one, I had to stand up because there weren't enough chairs' (Female, 15)

WHETHER STUDENTS WERE PUT OFF FROM LEARNING TO DRIVE

When students were asked whether the Dying 2 Drive event put them off from learning to drive, a majority of them stated that it had not. However, when the question was rephrased and made them think about whether it could put their peers off from learning to drive, they all agreed that it could put some people off from learning to drive.

'No, not really' (Male, 15)

'Maybe someone with bad anxiety and mental health issues like that, stuff like that would definitely put them off from driving for a while at least' (Female, 15)



'I don't think it put anyone off unless yeah, they don't want to drive anyway, that'll just make their opinion more valid then. It hasn't stopped me from wanting to learn to drive, it's just about getting yourself to places, not relying on other people constantly but I don't think it put many people off'

(Male, 15)

'Oh yeah, some people could be deterred wanting to learn to drive, all it depends on is on how it portrayed. If it's portrayed like 'oh this is bad, if you mess up in a car, you're gonna die, you're gonna crash, look at all these people that have crashed' but if you be like, 'if you're smart and you know how to drive and you just stick to the rules then you will be fine and the odd change that something does happen, there's a very small percent, if you're doing everything right, you're gonna die' (Male, 16)

CHANGES TO MAKE THE EVENT MORE EFFECTIVE

Again, the respondents took the opportunity to express that they preferred the more interactive workshops in the Dying 2 Drive event over the more presentation style workshops, such as the distractions workshop. They also thought that the workshops were repeating one another, which they did not appreciate. Some students, however, found it difficult to think of changes to make the event more effective as they thought it was all effective. Some suggested that some of the examples used should be relatable to young people by including teenagers or scenarios that young adults could find themselves in, such as leaving a party. Several students stated that the Dying 2 Drive event appeared to use scare tactics and solely focused on the outcomes of a crash and not the financial implications, such as affecting their insurance, as well as the cost of speeding fines which they stated would have made the event more effective and having more of an impact.

'I think most of it was great, but the most effective were the ones where we could get up to do it all. So, it's like the ones where they were doing the drug test and the drinking and everything, they had the goggles and had to walk in a straight line and stuff. And then for seatbelts it was, there was the car there and everyone was trying to get in and stuff so the ones where you did something instead of watching someone talk about it. Those were the most effective' (Female, 15)

'I think they were good because they gave you the key information, but they don't stick with you as much as the others because they're not as memorable. It's just like sitting there with, it was like PowerPoints and stuff and someone talking to you, so it doesn't stick with you as much.' (Female, 15)

'I think that goes back to the practical and then being talked at about it. I think it was like everyone was engaged with the practicals, whereas maybe not so much when we were given a slide full of information.' (Female, 15)

'maybe go to a variety of people and change the scenario I reckon so I think instead of the drug use or whatever in the car crash bit, maybe use a different scenario, change to someone coming from a party and there's four of you in a car and one driver, all have been drinking, I think that would dig into a lot more people who like to have fun and that because they don't really know what they're doing and how it can affect others, especially the people in the car' (Male, 15)

'I think most of the workshops should include that teenagers could relate more to and because we're like the future of drivers and like so we kind of, if they use a party scenario for example as that will set in a lot more as we all go to parties and things like that but it's going from that, the example would have more of an impact' (Female, 15)

'they didn't talk about the financial aspects' (Female, 15)



'maybe also talking a bit more about like the repercussions like for example drinking and driving, I think, we all know, you get like, fines and go to jail but we don't actually know for how long or things like that, we were told about it, but it didn't stick' (Female, 15)

'I think I'd have less workshops and more time... it's as though it was all rushed. So, if you joined like two and two, so there's two each and it was more detailed and more interactive, I think you'd get more from it, than being rushed around four. So, instead of quickly going over it, you have more time to go into detail about it and explain it further and more activities' (Female, 15)

'and I think more on like motorbikes or mopeds, because obviously sixteen-year olds can pass their test on their moped, and correct me if I'm wrong but there was nothing said about mopeds or anything like that' (Female, 15)

'I think like when people watch presentations, they don't take it in as much, you could do something more interactive, so they can enjoy it more. It was like school really, you were sat in front of a teacher presenting it really and you just get bored and turn off, whereas if you're actually doing something your brain is still working and you learn from it more and maybe if it was a bit longer as it was only like, the whole school day or something... because I know they were timed like each workshop and it was like a bit rushed to get everything like done' (Female, 15)

'I just think less talking and more interacting... I think some areas it was pressured this is bad but others like the others like the helmet one, you saw the helmet, how much it shatters it can still protect it whereas one like where we had to get in a car with six people, that wasn't as like scary, do you know what I mean?' (Female, 15)

'just change up the more presentation type and make it a bit more interactive because you can't have a fun thing every time but something, so you know everyone's going to pay attention. Just make sure they have your attention, that's what you need to do.' (Male, 16)

'you've got everything pretty much covered just as long as you like, like even personal experiences with their children, I think that if someone just saw that and that doesn't go in then nothing is really going to resonate with them until they have a car accident. If you can't learn from someone's experiences like sometimes the only way someone is going to learn is actually going through it themselves. But like that's what we're trying to avoid but if they're not taking it all in then the chances of them having an accident is up... not just repeatedly telling us to always wear a seatbelt, come up from different angles. Instead of saying, show what could happen, show how someone can go through the windscreen, it happened to my mum.' (Male, 16)

'I feel like Dying 2 Drive wasn't a very good experience, like I feel like it was trying to scare the younger generation from driving because everyone says that the younger generation is to blame for everything and like some, half of the crashes are like probably from stupid young teenagers driving and new drivers. So, I feel like it wasn't a very good experience. It just adds to the pressure and scares people.' (Female, 16)

'maybe give us tips on what to do and when to do it instead of saying if you don't do this then that's gonna happen, with if you do, do this, then that outcome is gonna happen' (Male, 15)

'don't people learn in different ways and that's why you can't cover everything, that's why everyone won't be reached by it. Some people sit down and don't wanna hear a presentation and don't want to listen, or they don't want to be interactive, so you can't win them all, you just can't, you can try and use all the presentation and stuff as you want to cover as many bases as you can for many different types of people and eventually most people are going to listen' (Male, 16)

COMMENTS ON THE PRESENTERS

As there were some mixed comments on the presenters' styles of approach in the survey, students were asked for their thoughts on the presenters in the focus group to understand if there was an approach that they disliked and how it could be improved. Most of the participants stated that the presenters were extremely passionate, however, some were quite strict but felt it may have been because of the time constraints and the seriousness of the subject.

'one of them was really strict, like no one did anything and she started having a go, like the car one, she had a go at us for no reason' (Female, 15)

'but I feel like the strictness was due to the time restrictions as well, I just think if it was longer, it would have been a lot more enjoyable and could have got more activities in' (Female, 15)

'they were definitely passionate... especially because they were the emergency services. I remember, you know, the drink one? The policeman, we see him all of the time. But talking to us, you can tell, because it's their job, they're passionate about it. And because they're teaching kids as well like, they know what could happen to us, so if they don't teach it to us, it will happen...because they've gone through it when they were younger themselves, they want to look out for our society and our generation now' (Female, 15)

OTHER SUGGESTIONS

Participants were given the opportunity to think about what else could be included or whether anything was missing from the Dying 2 Drive intervention. The majority of the participants stated that they would have liked to have been told the financial implications and felt that this would have been more effective than showing the scary consequences of driving unsafely. Several participants stated that they would like to know about insurance costs and what cars are suitable for novice drivers, however, some of the participants stated that it would move away from the aim of the Dying 2 Drive intervention and mentioned that there should be a focus on the points, fines and cost of a collision that they could incur. Some of the participants stated again that the Dying 2 Drive intervention concentrated solely on the negatives of driving and how scary it is, which they thought would put people off and would have preferred a balance, concentrating on the good and the bad. They were also asked whether they were the right age group to receive the intervention, with most agreeing that they were. Some of the participants stated that there should also be an intervention for Year 7s on passenger responsibilities such as not distracting the driver and on cycling and pedestrians, and then reinforce the message again at the Dying 2 Drive event for Year 11s.

'I think our age and like 17 year olds who are actually able to drive now, give them that before they actually pass as like a scare tactic and kind of should stop them from doing it and you've got things that stop them from doing it like the black box and make sure people aren't going over the speed limit, that they can't go over a certain speed, that kind of stuff and obviously people don't want to be stupid because they don't want to pay more insurance and all that kind of stuff' (Male, 15)

'yeah because even in a small car crash they don't know the impact it can have on insurance by increasing it by a lot more money and it's already high for a 17 year old anyway... they talked about being 17 years old and passing and being silly like getting drunk and everything but didn't say oh your insurance is a lot' (Male, 15)

'yeah as it's just before we start to learn, and you understand it better' (All, FG3)

'I think at the same time you could do it to Year 7s on how you can distract the driver' (Female, 15)

'it's a big part of life that it would stick with you if you learn it in Year 5 or 6 and then do it again like we did in Year 11 when we can understand it more' (Female, 15)

'do two, like Year 11 and 7. Year 7 on distractions and cycling and walking to school... even if they just come to our school and do a talk and interactive thing instead of them going there' (Female, 15)

'tax, MOT, servicing... it's okay saying I'm going to start learning to drive when I'm 17 and pay for the lessons but it's about the insurance and it's going to be really expensive, you have to understand that newer the car, the more expensive the insurance is going to be and I know loads of people who are like 'I want an Audi for my first car', but it's like they're going to be quite expensive. I feel like people need to understand what actually goes into driving' (Female, 15)

'they concentrated on how driving is scary but didn't say how it can also be a good thing, like a balance' (Female, 15)

'I feel like if you focus too much on the negative it would put people off and it felt like that's what they were trying to do' (Female, 15)

'cover the expenses of a crash like how much it would cost through the insurance... think it would be quite good as money is really important when you're starting off, especially when you're getting a job and stuff.' (Male, 15)

'no, because I don't want to be sat down listening to insurance and claims and stuff, I want to hear, if you crash a car, you're going to lose money, even if you're okay, you're going to lose money. I don't want to know the specifics...I thought Dying 2 Drive was more about the dangers of driving and I don't think it would be very good to add in a load of stuff about insurance. I think it's good to add in the cost of if you were to crash and the average cost it would be, but I don't think they should add in loads of financial stuff... But not just about how much it would be when you crash but also when you speed and fines and points on your driving license' (Male, 16)

CONCLUSIONS FROM FOCUS GROUPS

The focus groups indicated that the intervention has resulted in learning amongst the target audience. There are some conclusions which could be reached, and which might inform future development of the intervention.

Some consideration should be made to make the event more interactive and engaging

All four focus groups stressed the need to make the event more interactive and engaging as some of the workshops (such as the distractions workshop) were not as engaging and, as a result, the key messages were not as memorable as they did not resonate with them. They remembered the key messages of the more interactive and engaging workshops (such as the alcohol and drugs workshop and the car crash RTC demonstration) as they caught their attention and they also sparked conversation outside of the event, as they experienced something new and different. Some suggestions were made by the participants on how to make it more interactive: they stated being given a problem-solving activity where they are given a situation and they must think about what they would do.

More focus on not taking risks

Both the survey and focus group indicate that risk-taking is not black and white and if young people are in a situation, such as getting a lift from a drunk friend, it often 'depends' on a number of factors, therefore more convincing may be required that it's not a risk worth taking.

Not to solely focus on the bad aspects of driving but also the good and the financial implications

There were a lot of mixed thoughts and feelings on the aim and approach of the Dying 2 Drive event. Many of the participants believed the event aimed to blame, scare and put off young people to drive. They understood that while it is important to demonstrate what could happen if they were involved in an RTC, they believed that it outweighed the positives of driving, which was not discussed. They stated that there should be a balance of focusing on the good such as freedom, independence and the opportunities as well as what could happen if they were involved in a collision.

The participants also mentioned that the Dying 2 Drive event solely focused on people getting injured or dying because of an RTC. The event did not discuss the financial implications, such as how a car crash, whether your fault or not, would affect your insurance, as well as, speeding points and fines, fines using a mobile phone behind the wheel and so forth.

Drip feeding key messages

Some of the participants stated that it would be beneficial if the Year 7s received a presentation or talk at the school on being a pedestrian, passenger and cyclist; which they would then be reminded of with messages reinforced in Year 11, when they attend the Dying 2 Drive event, which focuses more on driving.

RECOMMENDATIONS

The combination of the qualitative and quantitative results leads to some recommendations which can inform the future design of the intervention. The following recommendations are put forward for consideration:

10. Consider making all the workshops (particularly the distractions workshop) in the event engaging and/or interactive to make students feel more involved, for example, group work, an activity or game
11. Consider incorporating the positives of driving such as the freedom, independence and opportunities of learning to drive
12. Consider altering the distraction workshop to demonstrate and strongly convey that driving is not easy and when doing multiple tasks while driving it minimises concentration levels on the driving task
13. Consider using examples that include young people and scenarios that they could find themselves in, such as the car crash **RTC** demonstration, as suggested by the participants, could be teenage friends leaving a party in the middle of the night
14. Consider including financial implications of a crash **collision**, the fines and points you could incur if caught speeding, driving through a red light as well as using a mobile phone behind the wheel
15. Consider also doing an intervention for Year 7s, making them aware of pedestrian, cyclist and passenger responsibilities
16. Continue to deliver the intervention without resorting heavily to fear appeal and gory images. Fear appeals have been proven not to work or be as effective in the long-term as it is the short-term. The teachers suggested more fear and hard-hitting examples, but this may be because most road safety initiatives have been associated with blood and gore, therefore it has become the norm (also they were making comparisons to the previous years when they have attended the event). However, as the students have suggested themselves this should not be the focus, as it becomes very negative and puts some of them off from learning to drive
17. Consider incorporating real-life situations and coping mechanisms; relating back to being interactive – perhaps get them to imagine themselves in real-life situations and encourage



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them to come up with practical solutions and get them to think critically, this could be done through a group exercise or game

18. Consider ways to reinforce the messages through giving 'freebies' (as suggested by a small handful of respondents in the survey) or as a follow-up (suggested by the teachers); possibly giving out a leaflet which can also prompt conversations at home with family members of what they covered and learnt at the event

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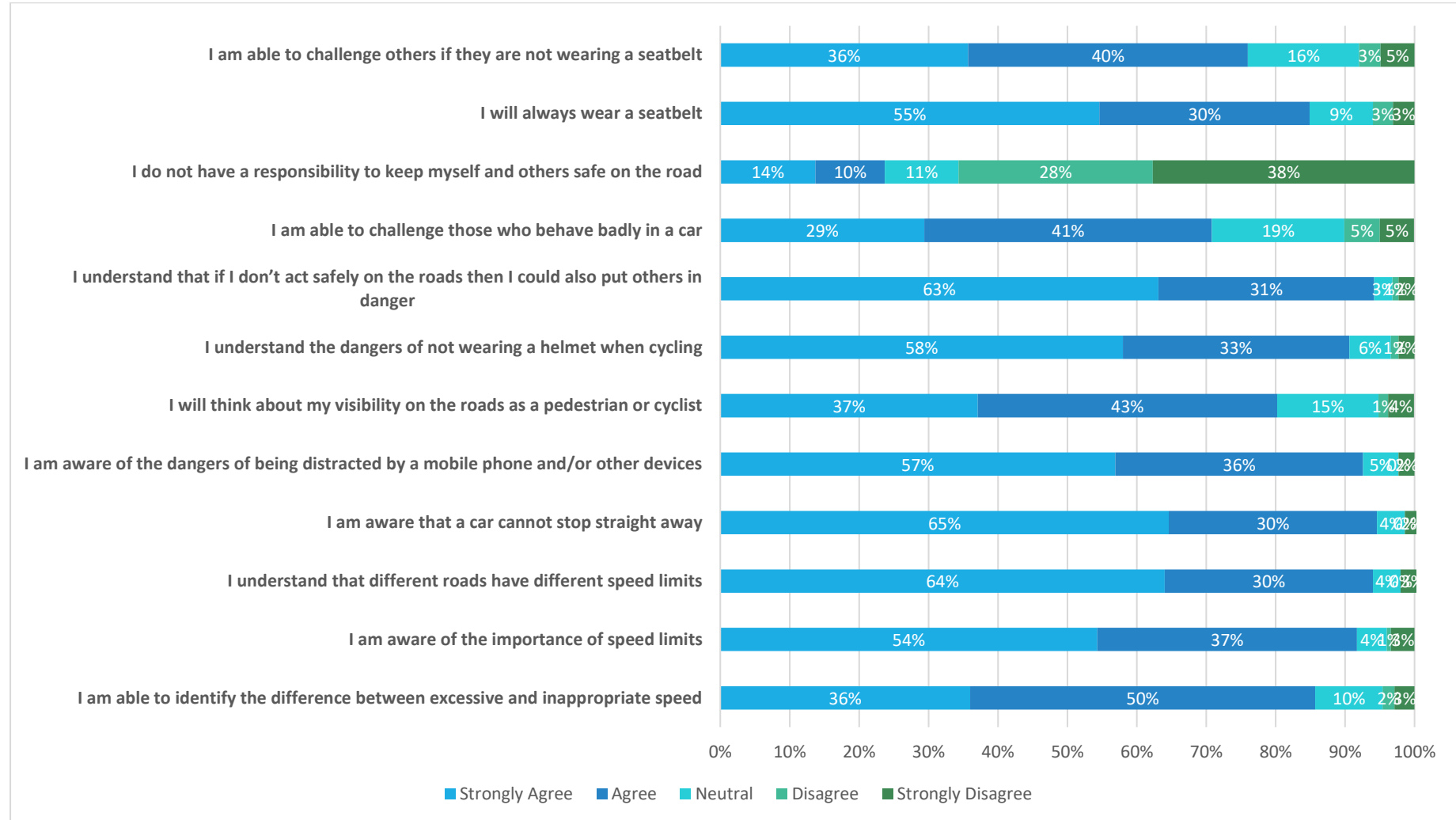
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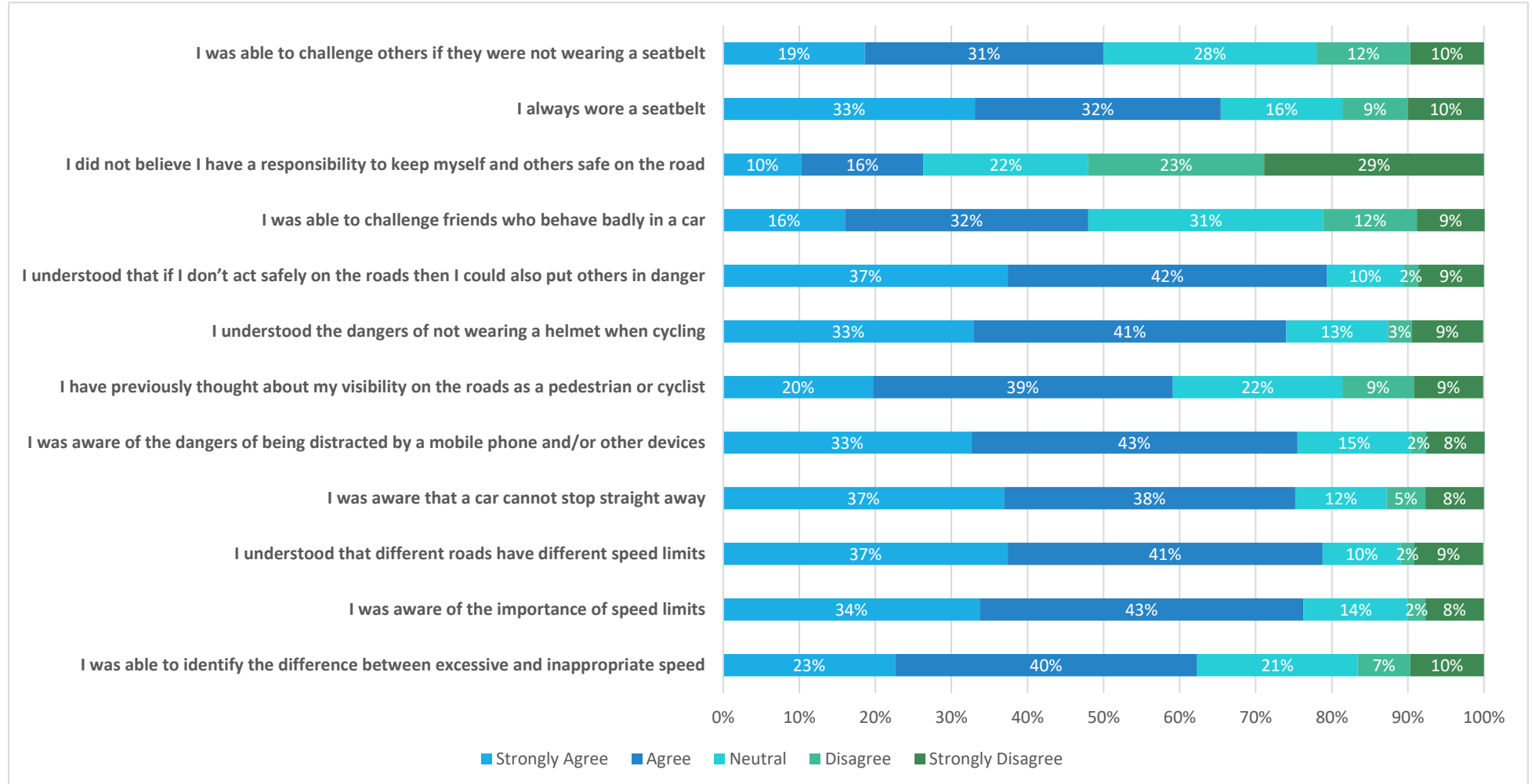
APPENDIX ONE – AGREEMENT LEVELS AFTER D2D

Respondents Agreement Levels AFTER the Dying 2 Drive Event



APPENDIX TWO – AGREEMENT LEVELS BEFORE D2D

Respondents Reflection of Agreement Levels BEFORE the Dying 2 Drive Event



APPENDIX THREE – STATISTICAL TESTING

	Before the intervention	Sample size (before)	After the intervention	Sample size (after)	Difference	Significance level*
I am able to identify the difference between excessive and inappropriate speed	63%	350	86%	350	23%	P<0.0001
I am aware of the importance of speed limits	77%	350	91%	350	14%	p<0.0001
I understand that different roads have different speed limits	78%	350	94%	350	16%	p<0.0001
I am aware that a car cannot stop straight away	75%	350	95%	350	20%	p<0.0001
I am aware of the dangers of being distracted by a mobile phone and/or other devices	76%	350	93%	350	17%	p<0.0001
I will think about my visibility on the roads as a pedestrian or cyclist	59%	350	80%	350	21%	p<0.0001
I understand the dangers of not wearing a helmet when cycling	74%	350	91%	350	17%	p<0.0001
I understand that if I don't act safely on the roads then I could also put others in danger	79%	350	94%	350	15%	p<0.0001
I am able to challenge those who behave badly in a car	48%	350	70%	350	22%	p<0.0001
I do not have a responsibility to keep myself and others safe on the road	52%	350	66%	350	14%	p<0.0002
I will always wear a seatbelt	65%	350	85%	350	20%	p<0.0001
I am able to challenge others if they are not wearing a seatbelt	55%	350	76%	350	21%	p<0.0001

*If the P-value is less than 0.05, the conclusion is that the two proportions indeed differ significantly

APPENDIX FOUR – FOCUS GROUP FACILITATOR’S GUIDE

[1] INTRODUCTION

“Hello, my name is Aman and I’m going to run the discussion today with my colleague George.

So, our purpose today is to find out your attitudes towards road safety since the Dying 2 Drive event.

Our job is to make sure we cover all our questions and to make sure that everyone has an opportunity to be involved.

There are no right or wrong answers to any of the questions.

*The purpose is to find out what your personal opinions are, and everyone’s opinion is equally important to us. **We will try to keep our conversation within 45 minutes.**”*

Before we get started, here are some ground rules and points of information:

1. Please talk one at a time
2. Avoid side conversations with neighbours
3. We need to hear from everyone in the course of the discussion, but you don’t have to answer every question
4. Feel free to respond directly to someone who has made a point. You don’t have to address your comments to me. Would like to have a group discussion.
5. Say what is true for you. Don’t let the group decide your opinion for you
6. Respect for opinions: you may find that you disagree with an opinion voiced here by another person. That is okay, and I hope you will say so when that happens in a respectful and polite way. You may also change your mind in the middle of our discussion, perhaps as a result of something that someone else says, and again I hope you will say so, if and when that happens
7. We will be recording the session to help us write up responses but everything you say here is treated in confidence and you’ll all be kept anonymous. There will be no record of what you say with your name on it. We are not going to quote anyone specifically using her/his name

[2] ICE BREAKER

We’re going to go around the group quickly to find out who you are:



Name

Age

When you're planning to learn to drive (next year, next two years, next 5 years or in the future but you don't know when or never)

[3] MAIN QUESTIONS

We're going to start with a few questions on how you have felt as a passenger in a car in the last few months

1. Can you think of a scenario where you have felt uncomfortable as a passenger recently?

Follow up questions:

- What happened? What did you do?
- Do you think you behaved differently than you would have done before the Dying 2 Drive event?

Probing questions:

- Please tell me more
- Please give me an example
- Non-verbal: remain silent/nod head/use puzzled expression

2. Do you feel more confident challenging others in cars now than before the Dying 2 Drive event? For example, those who drive unsafely or act carelessly as a passenger?

Follow up questions:

- In what ways do you feel confident?
- How would you challenge them?
- Has the event influenced you in anyway?

Probing questions:

- Please tell me more
- Please give me an example
- Non-verbal: remain silent/nod head/use puzzled expression

3. Scenario: *Imagine your best friend has just passed their test and they've got their own car; you're going to a party and they've offered you a lift there and back. You've had a few drinks and so has your best friend. It's time to go home and they insist they're fine. What would you do?*

- Would you still get a lift with him/her? [Why? Would your answer have been the same before the event?]
- How else would you get home?



- Did the Dying 2 Drive event help you come up with alternative options if you were in a similar situation? [What did they say? Was it helpful?]
 - Did they provide any other tips/coping mechanisms? [What can you remember? Have you applied it? Can you give an example?]
4. **Scenario:** *Again, imagine one of your friends has passed their test and you're in a car with them and two other friends and they keep distracting your friend (the driver) by messing around in the back. What would you say or do?*
- Would you say something, or do you think it's the driver's responsibility?
 - Would your answer have been the same before the event?
5. **Scenario:** *Now imagine, your friend is using their mobile phone behind the wheel while you're in a car with them. What would you say or do?*
- Would your answer have been the same before the event?
6. What do you think were the most important messages from the event?
- Follow up questions:
- What sticks in your mind the most?
 - What did you learn – that you didn't know before?
 - Has the event influenced you or your decisions in anyway?
- Probing questions:
- Please tell me more
 - Please give me an example
 - Non-verbal: remain silent/nod head/use puzzled expression
7. What did you like about the Dying 2 Drive event?
Or what did you think was the most effective?
- Probing questions:
- Please tell me more
 - Please give me an example
 - Non-verbal: remain silent/nod head/use puzzled expression
8. What did you dislike about the Dying 2 Drive event?
Or what did you think was the least effective?
- Probing questions:
- Please tell me more
 - Please give me an example
 - Non-verbal: remain silent/nod head/use puzzled expression
9. Have you spoken to anyone else about what you have learnt in the event?



Follow up questions:

- Who did you speak to?
- What did you say? What did they say?

Probing questions:

- Please tell me more
- Please give me an example
- Non-verbal: remain silent/nod head/use puzzled expression

10. Did the event, in any way, put you off from learning to drive?

Follow up questions:

- How so?

Probing questions:

- Please tell me more
- Please give me an example
- Non-verbal: remain silent/nod head/use puzzled expression

11. How would you change the event, so it would have more of an impact on young people's behaviour in a car or on the road? i.e. how the message is delivered?

Follow up questions:

- Why do you think that would be more effective?

Probing questions:

- Please tell me more
- Please give me an example
- Non-verbal: remain silent/nod head/use puzzled expression

12. Is there a specific behaviour that road safety interventions should target for young people?

Follow up questions:

- Why do you think that?

Probing questions:

- Please tell me more
- Non-verbal: remain silent/nod head/use puzzled expression



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