



***Staying Safe: Protecting Young People 16-24
on the Roads***

***Engaging young people, teachers and
parents as part of the solution***

***Draft final report prepared for Surrey County
Council***

May 2009

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1 Introduction

Road traffic collisions are a leading cause of death and disablement for people under the age of 40 and are disproportionately high among teenagers, the disadvantaged and among some black and minority ethnic groups¹. Whilst road casualty levels are generally decreasing, fatality rates have reached a plateau². Fatalities are particularly high among young people aged 17-24. There are a number of risk factors associated with their collisions. These involve:

- Driving too fast for the conditions
- Not wearing a seat belt
- Drink and drug driving
- Loss of vehicle control especially on bends
- Driving at night
- Carrying passengers

A holistic approach^{3 4} is required to further reduce casualties among this high risk group including education, training and publicity, enforcement (through speed cameras and police) and engineering to reduce vehicle speed.

In 2005, Surrey County Council adapted the Safe Drive, Stay Alive (SDSA) theatre-based production to communicate to young people aged 16-18 about the causes and consequences of road traffic collisions involving young people, the aftermath for families and friends. The intervention comprises film drama documentary showing how a group of young people become involved in a collision alongside real life testimonials from young people, family members, fire and rescue and medical services. The production aims to reach around 10,000 young people per year in Surrey.

A recent evaluation of the London SDSA⁵ suggests that:

- The SDSA was positively received by students and teachers who particularly appreciated the real life testimonials of parents and emergency services involved on the front line. In particular, it had made young people think about the consequences for friends and families.
- The event could have been more interactive or supported by follow up events or teacher led activities to help embed key messages and offer students practical strategies with examples of what to say and do to avoid risky situations in ways that preserve their status among peers.
- The event had a limited, short term effect in terms of student's intentions not to speed and in resisting peer pressure to take risks. However these effects had disappeared after several months.
- Teachers and students felt that there should be more emphasis on strategies to avoid risky situations especially in how to deal with peer pressure.
- Given the hectic curriculum timetable it was suggested by teachers that 'bite- size' information was needed to reinforce the main messages and these could be delivered by teachers during tutorial time (which is about 15 minutes) or PHSE.

In Surrey, the SDSA is a well established vehicle for reaching many students and presenting them with road safety messages especially for young drivers. There is much commitment to retain this vehicle but clearly more needs to be done to sustain and embed messages and to provide practical tools for people to cope with peer pressure. Good

¹ **Christie N.**, Kimberlee R., Lyons R.A., Towner E.M.L., Ward H., (2008) Ethnicity, deprivation and road traffic injury risk: a survey of risk and road safety and implications for injury prevention. Accepted for publication in International Journal of Health Promotion and Education.

² Ward H, **Christie N.**, Lyons R, Broughton J, Clarke D and Ward P(2007). Trends in fatal car-occupant accidents Research report 76. Department for Transport, London.

³ Crawford E (2007) Beyond 2010 – A holistic approach to road safety in Great Britain. PACTS.

⁴ **Christie N** (1995). The high-risk child pedestrian: socio-economic and environmental factors in their accidents. TRL Research Report PR117 (Transport Research Laboratory, Crowthorne).

⁵ Personal communication: TFL

practice from life skills research suggests that educational initiatives need to actively engage student participation, enlist the support of parents and teachers and be reinforced over time but not in a way that 'brow beats' or demonises young people.

This report summarises the key findings from qualitative research conducted shortly after the SDSA experiences and does not examine longer term effects which will be examined in focus groups planned in several months time. The research methodology was informed by a literature review focusing on young drivers which is attached in the Appendix.

2 Phase 1 focus groups

Six focus groups were carried out in 3 schools in Guildford, Dorking and Camberley, two in each school. One of the focus groups, in each school, was with all female participants and the other with all males. The Project Manager from VT4S made initial contact with schools and the focus groups were arranged.

2.1.1.1 The table below shows a breakdown of the age, gender and geographical location of the schools that took part in the research.

	Dorking	Camberley	Guildford	Total
School year interviewed	Year 12	Year 13	Year 12	
Males	5	10	9	24
Females	5	11	10	26
Total	10	21	19	50

The quotes highlighted in the text from the discussions have been anonymised so the schools can not be identified but it is useful to understand which groups are male and which are female.

Group number	School	Male or female
1	1	Female
2	1	Male
3	2	Female
4	2	Male
5	3	Female
6	3	Male

3 Feedback from the phase 1 focus groups

The feedback from the focus groups was extremely interesting and all of the groups felt that the event had been beneficial to them on some level, especially among young men.

One difficulty in evaluating the Safe Drive Stay Alive production was that each of the schools, the researcher and the project manager from 4S went to the production on a different day and had all seen a slightly different set of speakers.

3.1 Music

All but one of the groups mentioned the music at the start spontaneously at some point during the discussion. On the whole, the students commented that the music was appropriate for most young people, even if it was not what they would usually listen to.

"It was sort of music for everyone. It was them songs that are sort of catchy and everyone likes even if your normal music is completely different to everyone else's"

Group 2

Some of the students (mainly male students) commented that the DJ was very good and the music was excellent. Two of the girls groups did not discuss the music in any depth. Some of the students also commented that the music almost made them forget why they were there.

"You kind of forgot why you were there. I know it sounds weird but we walked in and completely forgot why we were going there and I was sitting there dancing along"

Group 3

Students in 4 out of the 6 groups (3 of the groups were male) commented that the music at the start had been designed to make them feel happy at the beginning and they were then brought down to a low by the end of the production. This contrast was generally felt to be clever and very effective.

"I think the music at the beginning of the thing was clever because it was all modern and it is everybody kind of music and so when you are driving along that is the kind of music you are probably going to be listening to. If you hear that song you are going to think about that evening or that day and you are going to make sure you drive safe. It was quite a good choice of music to have."

Group 2

"I think the fact it started upbeat made it have more of an impact. Because it went so much lower and it made you think about it more"

Group 3

One student noted that the contrast in feeling between the beginning and the end could have been emphasised a bit more by a speaker to ensure the message was understood by all.

3.2 The Road Safety Officer

Four of the groups had a female Road Safety Officer and two of the groups had a male Road Safety Officer. Some of the students did not spontaneously remember the Road Safety Officer or what was said. However, some of the students from most of the groups remembered the raffle tickets. This was considered to be an effective, interactive tool to get the message across. A student in one of the groups commented that it might be useful to have the people with the raffle tickets stand up again at the end, once the video and speakers had finished to reiterate the message.

"Yes, makes it more real [than when statistics are on paper] and you sort imagine them not being there and someone was standing next to me and I thought "Oh my God"."

Group 1

One of the groups commented that the Road Safety Officer's talk was less heard hitting because they had not had a personal experience of losing someone in a road collision. One group mentioned that it would have been useful for the Road Safety Officer to give more information about way to avoid collisions –e.g. what you should be most wary of on the roads or speeding.

“I was thinking of things you have to be more wary of, you know when the girl was talking about flying off the kerb [...] like speeding stuff like that, facts and figures and yes, just more like solid facts so you can keep in your mind”

Group 2

3.3 The Reconstruction Video

Most of the groups commented that the format of a video interspersed with speakers was good.

There was confusion for some of the students over whether the video depicted a real event or not. There were discussions in most of the groups between students over whether it was or not and at what point they realised that it was. This needs to be made explicit. It might be useful to use real media coverage of the crash e.g. a local newspaper report.

“They never actually expressively said that it had actually happened you sort of gathered that when you got the people out who had actually been there so then you thought “Oh it did happen” but they never said. Before it started they never said “This actually happened”.

Group 6

Several of the students commented that the video was like watching the TV series “Casualty” rather than depicting a real occurrence.

“I think it is quite hard to make a reconstruction realistic because, it is like watching Casualty or something.”

Group 5

There was agreement in all of the groups that the acting was not very good and some of the students commented that the poor acting made the events in the video seem less real and therefore, less credible.

“I thought the acting in it was really bad which means that people wouldn't take it so seriously”

Group 3

“We said like in the video the acting was really, really bad some of it and it is not just criticising their acting, it's just... The dad especially was really unbelievable and he was a real cliché, he was really like “I don't want you to do this no, no, no” and then gave like a stern look and it was just quite bad it made you take it less seriously because it wasn't believable in any way and you know that it is not like actual footage of it happening, but still the more realistic it is the easier it is to take it more seriously.”

Group 5

“When they say they are meant to be best mates in the car they just didn't seem like best mates at all [...] they just didn't seem like there wasn't any close relationships there, it didn't even feel like it was his sister in the car either and when it came to the parents it was just like um.”

Group 6

Some of the students felt that the conversations between the family members and friends were not realistic. Discussions went on for too long and in too much detail for the scenarios to be plausible. Furthermore, some of the students felt that the dialogue was not the sort of thing that their parents or friends were likely to say.

“And the way that they were acting.

“Yes, like the whole dad saying “I don’t know if you should go in this car”.

“It was so like Oh God that wouldn’t happen.”

Group 5

“I didn’t think you would have such a lengthy discussion about it you would probably just say “Oh be careful” sort of thing and just say a couple of things but they had ten minute discussion about it”

Group 1

“In the car there was kind of more tension and it felt more realistic but when they were having the discussions, particularly the parents talking to each other and getting the shopping out the car and stuff and they were on the sofa saying “Who’s at the door” and stuff it was kind of a bit weird. And when the dad was lecturing the boy about taking his sister, giving her a lift that seemed a bit unrealistic.”

Group 1

“I didn’t think that was realistic because I would never do that to one of my friends. I would never, like you mess around in the car a little bit, but you would never scream at your friend especially when you are drinking as well and he is like sober.”

Group 6

A few of the students reported that the conversations would, perhaps, have been more realistic if the acting had been better.

“Just seemed a bit over exaggerated, like really trying to make the point when we would have got it if it was a bit more subtle.”

Group 3

Some of the students commented that the first part (before the crash scene) was too long. It was also noted, by a number of the students that they knew a crash scene was going to happen at some point in the video and they were just waiting for the scene to occur.

“We spent most of the time waiting for it to crash because you knew it was going to crash at some point”

Group 5

Some of the students commented that the reconstruction video improved once the collision had occurred. One or two commented that once the crash scene had occurred they were just waiting for the speakers to come on to the stage to talk.

“The crash happened you saw the injuries that was hard hitting and then after that it didn’t really impact me anymore than a soap opera it was just like I was waiting for the speakers to come on.

Group 4

“I thought the reconstruction was quite good like the bits when they were actually in the car and they were trying to get them out of the car with the metal crunchers, I thought that bit that was best.

Group 5

The most frequently mentioned scenes and conversations that were reported not to be realistic enough to be credible were:

- The father and mother’s conversation after they had been shopping
- The conversation about the son taking his sister out went on too long
- Unrealistic for the friend to wait in the car while the others went in to the pub
- The girls were too young to be served in a pub or go to a club
- Unrealistic chest compressions

- When noting the time of death it was felt to be too unemotional and wooden
- Large name badges on the hospital workers was felt to be unrealistic and unnecessary

“the action was really, really good but the quieter moments in between just kind of took the edge off it a bit, just a bit kind of forced”

Group 1

“...Also they gave up resuscitation quite quickly being quite like ‘OK then’, it was like –

“They didn’t seem that bothered by it!”

“They were a bit like “No, she is not coming back, leave her”.”

Group 3

Some of the scenes that were mentioned by some as being realistic were:

- Crash scene and aftermath
- Conversations in school: One or two felt they were credible and several felt they were not
- Emergency services parts – generally well received and felt to be credible
- When the girl was sitting in school next to an empty desk
- The noises at the time of the collision and when the emergency services were present (one group)

“The shot in school after the crash where she was sitting next to an empty seat that was quite thought provoking. Made you think about how easily it would be to lose a friend.”

Group 2

“What was good about the reconstruction was the noises. The noises of the reconstruction like the whistling of the sheet that was put over him”

Group 6

3.4 Testimonies

Generally, the testimonies were reported to be very powerful and a number of the students actually quoted what some of what the speakers had said. Many of the students commented that they felt that (all or certain) speakers were very brave to do the production and one or two commented that it must be very hard to get up and speak about something so personal and felt touched that the speakers felt so strongly about wanting to keep young people safe that they were willing to do it.

Most of the students reported that they liked the fact that the speakers were not professional speakers and stumbled over their words or became emotional as this made it more real.

Several of the students commented that the way the stage was set up (simple, no logo’s and with the two screens and the speaker in the middle with a spot light) meant that there were no distractions and the audience were compelled to focus completely on the speakers.

“You weren’t allowed to be distracted you had to look at them the entire the time.”

Group 4

The speakers reported as being memorable typically had a prop or the ability to make students visualise what was being said (Fire Fighter and Hospital Doctor, in particular).

“The visual things kind of stands out more like when the fireman was talking the way he described it you could see it. If you can see the things it does stick with you more like with the skull you could physically see it like with the body bag, they do stick in people’s minds more.”

Group 1

3.4.1.1 Police Officer(s)

It was difficult to determine whether all of the groups had seen the same Police Officer or some of the groups had seen a different one as some of the students commented that they did not specifically remember the Police Officer and some also did not remember what was said.

Some of the students commented that a Police Officers presence was necessary as they break the news of a death to families. One or two commented that perhaps a more specific story was required.

"I think they do need the policeman in there because they go and tell the families so they see the aftermath but, yes, I think they just need some more specific stories like they really stuck in your mind but because it was "It is awful telling the families" it didn't stick in your mind as much."

Group 1

"The rest of them sort of had stories about how they had like seen people dying. It sounds a bit harsh saying that he didn't really say anything like that but I mean he did have really interesting things to say but it just wasn't just the same sort of effect that everything else had."

Group 4

Those who did remember what was said reported that it had made an impact on them.

"I remember the first thing he said "Oh you must think working here for 20 years we must cope now but we don't". It was quite effective, he said "We don't" really out loud and you would think after seeing it for 20 years it might get a bit easier you wouldn't be as shocked but he said you are still shocked every time you see it even after 20 years of doing it."

Group 3

"He was very honest, like he didn't like try and cushion it. I thought it was good, it just wasn't as memorable as the others."

Group 5

Several students thought that it was the Police Officer who had told a story about a collision where all but one passenger, who was sat in the middle, were killed. Others reported that this story was told by the male paramedic. Some students commented that they remembered a story about clearing up body parts, which was reported to be very graphic.

"Just the description of the body parts when they crashed, it just made me feel really bad and I actually thought I was going to faint at that point, that was the only time really the rest was just upsetting."

Group 5

3.4.1.2 Fire-fighter

From the data it was not clear whether all of the groups had seen the same Fire Fighter. The stories that were reported by students were similar but a physical description from one of the groups differed to the description of the Fire Fighter from the production that the researcher had attended. Two of the groups who saw an older Fire Fighter reported less clear memories of the speech. Where as the other four groups reported clearly what the story was. However, several students quoted parts of what the Fire Fighter had said.

"Was he the one who said about when a little girl got run over on the street and he said something like "I couldn't believe how much blood came from such a small child" and I think that really made me upset when I heard that."

Group 5

“When he was like “I hold my daughter’s hand really, really tight, you know, just whenever we are walking and she sometimes says ‘You are hurting me daddy’” and it was sort of like that has affected him so much like. He is quite like a big guy like”.

Group 4

Many of the students reported that his stories made a great impact on them.

“When he explained how when he was walking with his young child that he walks nearest the road she walks the other side of him just so he felt a bit more happier knowing that if it happened again he would get hit first. That sort of made you think and the emotion of the person and the seriousness of it really sunk in more.”

Group 2

Several students commented that they were now more aware of, or as, pedestrians as a result of the story.

The emotional effect that the event had on the Fire Fighter was reported to have made an impact on some of the students. Furthermore, the emotion expressed by the Fire Fighter, who was felt to be used to facing difficult situations had an impact on some of the students.

“And also that affected him deeply with his daughter and stuff and his nerves and it like just professional and he knows all the risks and everything and he is scared of what is going to happen and doesn’t know what is going to happen.”

Group 1

“That was especially seeing the fireman start choking up because you always sort of assume that those guys who can deal with anything it must have been something really bad to be affected like that”

Group 4

Another story that was mentioned by several of the students was that the Fire Fighter was sometimes the last person that a collision victim saw before they died. In one group there was a minor debate over the value of the story but the following quote explains why it was an important message for some of them.

“And I know you said that it doesn’t feel close because it is nothing to do with the family or whatever but that was the point of it wasn’t it, because the last person they were seeing is someone they had never seen in their life.”

Group 6

The story further highlighted for some the impact that attending collisions have on Fire Fighters personally.

One of the groups thought that the male paramedic had told this particular story and felt that:

“it is like shows they don’t just go round they do make a connection like with the people they help. They are not like on auto-pilot just going round doing what they did in their training it does actually really affect them”

Group 1

3.4.1.3 Hospital Doctor – Male

Four of the groups had seen a male hospital doctor who used a skull as a prop. In each of the groups, this speaker was mentioned spontaneously as being particularly memorable. Some of the students from the male groups that saw this speaker commented favourably on the factual element of the talk. This was echoed, although to a lesser extent, by a few of the female students. However, female students reported more about the emotion of a story or speaker whereas male students were more likely to discuss or request factual information.

“It was kind of good because it was quite shocking and someone fainted because of that and it made you feel quite sick in a way so it was good because it was shocking but it was not as

emotional and I think the stuff which “Let’s think about it more” is sort of seeing people’s emotions when they has lost someone they care about which I think has more of an effect on you.”

Group 3

“Also the way he said like, he told us to imagine that we were in the car and we were like the person in the back like holding the head and stuff and that kind of forced us to think about what would happen if it had been us and we just got up and walked away from that when like everyone else was dead, how much of an impact that would have made.”

Group 1

“I thought the surgeon was really good the way he threw around his skull he got everybody interested with his use of the object and it was interesting and let you know a bit more of about what happens after the crash because everyone thinks oh its a crash it is inconvenient and it is holding up traffic and we are going to be late. There was a crash the other day and I was just thinking about someone rushed to hospital and what could be happening and all the things they could have done to their skull and stuff and how serious it really is. The surgeon was really good”

Group 2

The hospital doctor’s delivery was commented on as well by several students. It was reported that he was very matter of fact and spoke very calmly and clinically.

“He wasn’t giving us any sort of any choices he was telling us that was what was going to happen.”

Groups 4

3.4.1.4 Paramedic – female

Four of the groups had a female paramedic who spoke about her fear that each young person she attended could be one of her sons. This speaker received mixed reviews from the students. Some of the participants reported that it gave a mothers perspective as well as information about the paramedic role, which was considered to be good but some other students reported feeling that this was rather a selfish response because if it was not her son then it was someone else’s. One or two participants commented that this was demonstrating a lack of detachment from her job.

“I have spoken to people about it and she was almost selfish, but I know it is harsh to say - it must be awful, but the way she kept saying, “When I have to pull back the blanket is it my son when I get called to an accident I think, ‘is it my son?’” but you can only think that is your job so you should of kind of in a way separate your bit of being your son. Obviously it would be awful and scary to think, I don’t know, but all she kept saying was “Is it my son”.

Group 1

3.4.1.5 Paramedic male

Two of the groups had a male paramedic speaker who produced a body bag during his talk. This was recalled by the vast majority of the students. There was less comment about what the paramedic actually said.

“It just looks like a thing you don’t want to be in. Like if you are in an accident you think about how you could be in that.”

Group 2

“The bloke with the body bag. I jumped out of my skin. We were sitting right at the front and he took the body bag out and we jumped out of our seats, it was horrible. He came on and you know he is going to do something but you don’t know what it is, it got to the end and then he finally did it. I thought “Oh my God” such bad nerves.”

Group 1

Several of the students commented that they liked that he was not a professional speaker; it made more of an impact on them.

"I think more than what he said was like the way he said it was kind of made me think more because he didn't seem like confident standing up and talking, he obviously wasn't used to it, but it meant a lot that he kind of felt it was that important that he had to try and do it and try get the message across. So if he had been like some polished public speaker or something it wouldn't have made such of an impact because he was really used to this and it kind of what he does but it was really obvious that it is not what he does and he is not comfortable with it but he felt it was still important enough to come and try and try and make us understand even if he is not that comfortable with being there."

Group 1

3.4.1.6 Man who fell asleep at the wheel

Only two of the groups saw this speaker and there was little comment about it other than that it was not as impactful as the other speakers. One or two commented that it was not something they could identify with as much as someone who was perhaps younger and closer to their age.

"With that one, I didn't think it got the message across as much because it wasn't about a young driver or about not wearing a seat belt or anything, it was just because he fell asleep at the wheel when he was a lorry driver. It was still sad but it didn't affect us so much."

Group 5

3.4.1.7 Kelly's Family

Two of the groups did not see Kelly's Mum. All of the groups that saw Kelly's mother commented, often without prompting, that they remembered her testimony. Several students commented on Kelly's mother bringing in her shoes and identified with the story about her mother asking her to move her shoes as this was something similar to what their own mothers said to them.

"The two mums were because you kind of think if this happened to me. I couldn't think of anything worse than seeing my mum like that"

Group 3

Many of the students reported that Kelly's siblings had both made an equally great impact on them. The video clip of the younger sister was reported to be very moving.

Many of the students reported that the brother was easy to identify with because he was a similar age to students. Some of the students reported that they appreciated his frank discussion about alcohol and drug abuse. Several of the students particularly remembered that he received a birthday card from his sister after she had died as his birthday was shortly after the collision.

"We mainly thought the parents and the families talking, especially the brother and sister on the screen it sounds worse than when the parents talked about it. It more brave for them to do it."

Group 3

"It wasn't good in all of the right ways if that makes any sense at all, it was just like, that for me was the most moving bit of the whole thing."

"What".

"The brother"

Group 4

"I thought like the video of her little sister when she said like about and she burst into tears straightaway that was really, really upsetting because she was so young. It's so horrible"

Group 3

"We remember when the little sister gave her video message because she (...) that was really sad and also the brother and how he was talking about his experience and how it affected him afterwards and how it caused him to be depressed and it really affected him after he was grieving. And when he said that on his birthday he got a birthday card from her that was really sad too".

Group 5

3.4.1.8 Mother of a young male

One of the groups had two mum's speaking. As well as Kelly's mum there was the mum of a young male. There were comments from both groups about how she smiled when she spoke about him and it was reported that the stories about him made him more real to them. One or two mentioned that she had a locket with his hair in.

"Another thing the mother's story, well for me again personally that was really emotional because I could imagine my mum being up there and like especially when she said the last thing I said was "I love you make sure you are home for dinner", you know, that is just a normal routine thing, you know, you go to your mates got to be back in time and obviously he didn't. That really got me because it was just something you don't want to think about and when you think about something like that she is still recovering and how long was it ten years?"

Group 4

3.4.1.9 Auntie

Two of the groups had an auntie speaking. This was felt to give an important family perspective. These two groups did not have a mother speaking.

"He said that he would tell her something later but he never did because that night he was killed in the crash and that was quite hard knowing that he was going to crash and he had plans and stuff and it was all ripped apart and the relationship because he is not there anymore, it is just empty and how upset she was about that".

Group 1

"Another one I was thinking is the one where the auntie talked about her sister's son. I reckon to make it more real maybe there had been a slide with pictures of him so you tell how normal he was because you can't really picture him. She was explaining a bit, but you could picture him with his friends, so you could see him like being normal with his friends and then suddenly he is dead".

Group 2

3.4.1.10 Lady in a wheelchair

Four of the groups saw a lady in a wheelchair speaking. There were mixed responses to this speaker. Some of the participants reported that she came across as bitter and others reported that they were surprised that she was not bitter.

“She did seem really bitter all the time the way she spoke was really harsh and like [...] was saying, how she really felt she was blaming us for it and she was directing it at us in a really harsh way and she was saying how she wasn’t bitter about it but she sounded bitter all the time and the fact that she was talking about what she couldn’t do and saying”

Group 3

“That really struck me because she didn’t seem bitter about it at all. I think if it happened to me, but you don’t really know how you would react, but I just always thought you would be quite resentful if you had your movement taken away from you and you couldn’t move any more but she didn’t seem resentful at all she was just trying to get the message”

Group 1

The speaker asked everyone to stand up to put across the point that she could not. Some of the students felt this was a powerful message and others felt that it just made people feel guilty. It was also reported that the message of the talk was not clear.

“Yes what we were saying in our group was that she made us feel bad instead of giving a message. I can understand why she said everyone stand up but it made you feel it wasn’t like in a way...”

“It was like we were being told off.”

“...yes like we were being told off for being, I understand why but she was quite bitter”

Group 4

3.4.1.11 Other speakers

Several of the students mentioned past students telling them about a speaker from last years production –a fire officer who was injured on in a motorbike collision and his wife had been killed.

“My brother saw that about three years ago and he says he still remembers that biker and he said like “I lost my legs and my wife”, he just puts it in at the end. My brother still remembers that like. He doesn’t go on a motorbike but it is just something to remember I suppose.”

Group 4

3.4.1.12 Other messages from the testimonies

One group of male students reported that they thought it would have been good to see a testimony from a father.

“There was obviously the brother who was young which was good because it was the closest thing to us but an older father figure would be really, really, quite impactful.”

Group 4

Some of the students commented that hearing the emergency services personnel speaking gave them an insight into how difficult their job is increased their respect for emergency service personnel.

"It made me think of the emergency services a bit more as well because when you think of crashes you don't necessarily immediately think of, like for example, fire services or something. That was a bit more of an outlook which was quite interesting."

Group 4

It was also reported that there was surprise about the impact that collisions had on emergency service personnel.

" Yes, and it is like shows they don't just go round they do make a connection like with the people they help. They are not like on auto-pilot just going round doing what they did in their training it does actually really affect them."

Group 1

One of the groups noted that they felt that it would be clearer if each of the emergency services had a different message that they could take away with them.

" They all made the same point, if they all had different conclusions then it might have been a bit more interesting"

Group 2

3.5 Adverts at the end

Most of the groups made some spontaneous comment about the adverts. Most of the comments were positive, in that they were felt to be memorable and hard- hitting. Most of the students mentioned at least one of them. The most mentioned was the little boy in the garden.

"The adverts were quite effective like the one where it shows that when he head butts his girlfriend not having a seat belt on and it shows that not having a seat belt won't just kill yourself it can kill others. And the one when the car rolls into the garden and kills the little boy was really horrible."

Group 3

"They played like adverts at the end. There was one where this little boy was playing football in the garden and then the car went through the fence and knocked him over. You kind of didn't expect it, you think it would be a car crash on the road so it was kind of like everyone saw it and everyone seems to remember that one more than any of the other adverts they made"

Group 5

3.6 Speakers lining up on the way out

This was commented by all of the groups. Most of the students reported that they thought it was good to see the speakers in 'real life' and not on the stage. Many of the students commented how awkward they felt as they did not know what to say but wanted to say something, like 'thank you' or one or two mentioned wanting to hug the mothers.

"It was quite awkward though because I didn't know what to do; I sort of looked down but didn't know how to react. I felt really sad for them but we didn't know how to show it to them."

Group 5

"I don't know, it was difficult just to see them standing outside. Even though it was hard seeing them on stage, I don't know it seemed really different just seeing them outside. I don't know what it was but I thought that it was a really good idea."

Group 5

Yes, we were saying that at the end when you went out that was good, that when you saw them. Because when they are on the stage they are still on a stage and when you see them on the screen they are still on the screen, but when you see them standing there like a foot away from you they are real, even more real...”

Group 4

3.7 Key messages

Seat belt wearing was mentioned in all of the groups. It was one of the most prominent messages that the students recalled from the production.

“I go, ‘Mum seat belt!’

“I check my little brother’s a million times as well.”

Group 3

One or two of the participants felt that they already wore seatbelts and were sensible.

Other messages reported:

- Consequences of a collision
- Thinking about the consequences of their actions as drivers and passengers
- Think about what they are doing when driving
- Allow for other drivers mistakes
- Don’t drink and drive
- Space to think about driving in depth
- Trust who you are driving with.

This was related to trusting the driver of a car as well as who the passengers are:

“It was really just be sensible, but kind of knew that before anyway, when we went it was just restating be sensible and trust people”.

Group 3

“Someone you can trust. It is like when my boyfriend is driving too fast or I don’t feel safe in his car I make him stop and he will do it because he doesn’t want to hurt me”

Group 5

“Make sure you, like, trust who are driving with. Was it Kelly who got killed because she just got in the car with a guy she’d met at college and he was drunk and she didn’t really know him”

Group 3

“It kind of showed that no matter how sensible even if you wear a seat belt and don’t drink you can’t stop it happening no matter what you do. You can minimise the risks but the hazards are always going to be there.”

Group 3

“I think it kind of tells you not to take any chances with anything because you might do something and you think “Oh is doesn’t I won’t wear my seat belt for five seconds I will do it in a minute” you just think what’s the likelihood of something happening? Basically saying even if you do everything right so many things can go wrong because it’s not going to be your fault. I think it sort of makes you think more that the more right you do it the less likely it is to go wrong, if you see what I mean.”

Group 3

"If you are driving you have got to allow for other drivers to make mistakes because you could do everything right but if you don't allow them a bit of room to make a mistake or not (...) quite the right place you could come unstuck as well, so you have got to allow for other drivers as well not just to think what you are doing. You have to think about other people on the road as well."

Group 1

"I think it was a just chance for you to really think about driving as well, because when you hear about accidents on the news it is just for a few seconds and it just kind of goes but when you have got it like an hour of people talking you then really do think about driving safely and stuff so it just gives you chance to think about it properly"

Group 1

3.8 Missing messages

There were a number of messages that were felt to be missing from the production.

Some of the male participants reported that there was not enough factual information or practical advice on avoiding collisions.

"It didn't really tackle a message it just sort of showed you a scene. It didn't really tell you how to prevent getting into that situation; it didn't really tell you how to prevent that sort of thing from happening. It showed you it happened. It wasn't really that useful it was just something to watch they didn't really say "Lets rewind it and see what you have done wrong" and maybe toned it down in the first place. It was just kind of something to watch but you didn't really think, you just kind of watched it and thought "OK". It didn't say do this instead or he made these mistakes it might be a bit more..."

Group 6

Some of the male students suggested that information about the legal consequences of poor driving might have been useful as well as serving as a deterrent for poor driving.

"Could have gone into legal penalties for offences."

Group 2

"I think at our age, we think we are a bit more invincible and it is money that worries us more than..."

"...I think the angle of getting the points across and justify them by saying if you drink and drive you will get your car towed and your licence taken away is going to be more of an incentive than saying you might crash (...) going to crash but if you visit the angle that you could lose your licence for drink driving, not wearing your seat belt or for speeding".

Group 6

Several of the students felt that a message about speed and speeding would have been useful. One or two mentioned, in particular, the difference between driving at 30 mph and driving at 40 mph and the influence that this has on severity of injury for pedestrians.

Students from one of the groups reported that the production concentrated on the big issues that can cause collisions, where as some more minor faults were felt to be those more likely to be experienced by themselves. This group were year 13 and many of them were learning or already driving.

"I thought like when they said things about like crashing they focused only on the big things. There are loads of little things that could cause a crash. I had a slip of concentration and I crashed as well so I think they should focus more on the little things which can be, it is not all..."

Interviewer: What kind of things?

"Like a slip of concentration, make sure you like someone checking their mirrors regularly, simple things like that. Since I have passed I know I did might not check them much."

Group 6

"You don't consider when you are driving think I could look at my phone to see who is ringing me look at it. It is the sort of thing you don't consider could be life threatening but it can. I think that kind of thing they don't cover, they could cover and that is quite easy to do and I think that would have an effect because I wouldn't have thought that, watching that I wouldn't have thought "Oh checking your phone will make you crash" because you are not answering, you are not speaking on your phone, you are not breaking the law but it is still particularly dangerous"

Group 6.

Furthermore, some of the students, particularly but not exclusively from the female groups reported that by focussing on seat belts and drink driving, things they would never do, meant that they could not identify with, that is was meant for someone else.

"I think if you do this sort of thing that they tell you not to, if you don't wear a seat belt and if you do speed around then it would probably affect you. I would wear my seat belt so it is not going to change what I do".

Group 3

"It has but I suppose I already knew a lot of the stuff. You see adverts about it all the time, you hear about it quite a lot so it was (...) not much we hadn't already seen apart from that with the fireman and that was very, I hadn't heard anything like that before."

Group 5

Some of the participants commented that the messages and information was not new to them. This for some was felt to be unnecessary reiteration of messages

3.9 Other messages/comments about the productions

3.9.1.1 Space

One or two of the students explicitly mentioned that it gave them space to think about driving and the things that could go wrong.

"Well for me, (...) stuff anyway because it was really focused because you were in a room and you didn't have anything else to think about but that. When you are sitting at home seeing adverts on the TV it is just another advert like, you know, I have seen it all before but you are not really paying too much attention to it whereas there because it was so (...) I really (...) so the message stuck in."

Group 5

3.9.1.2 Production held outside of school

A number of students mentioned that it was better that the event is held away from school. This was reported to be because the students were less likely to concentrate and take in the messages at school. The halls where it was held and the addition of other schools made it more focussed and a more conducive atmosphere.

“ There was like a real atmosphere there and it was like and with all the other schools there. It would be a normal school assembly at [(school)], there it was something completely different and the message was hammered home.”

Group 4

3.9.1.3 Ripple effect

Several students mentioned that the production demonstrated the ‘ripple effect’. The number of people affected by a collision. This was felt to be a good thing as they reported not thinking about the number of people that a road collision or death can impact upon..

“It showed you the ripple effects because I didn’t know that it had a big ripple effect like you get the paramedics, fire people and the police and the families and friends, just like a big ripple effect, you don’t really think about that do you. You hear about crashes a lot but you don’t realise who it is affecting.”

Group 2

“Saying that it was good that you saw the ripple effect, you sort of saw what one action sort of has a reaction across everything else”.

Group 4

3.9.1.4 Shock

None of the students reported that the production had been too shocking, although one or two felt it was borderline.

“I think it was about right you don’t want it too shocking because all you will remember then is the shock and not what people are talking about, you can’t really have it any more shocking than what it was.”

Group 1

Many of the students reported that it had to be shocking to some degree:

“I think you need shocking really because otherwise, because you hear about it on the news how you should do this and that and people just think “Yes OK” they just get annoyed with people giving them a lecture all the time whereas if you are actually showing them it is like showing them in a different way I think people will actually take note. Otherwise people will just switch off if you don’t try and shock them.”

Group 1

However, some of the students commented that students from previous years had told them that it was very shocking and that some people faint and have to go out. This, they reported had the opposite effect of desensitising them to it and some of them felt that it was going to be more shocking than it was.

3.10 Reported behaviour change

Many of the students reported some behaviour change as a result of seeing the production. Some of the students also reported seeing behaviour change in others.

Some of the students commented that they now wear seat belts all of the time and check that others in the car are wearing theirs as well.

"It makes you a bit cautious, since I have been in the car, because I never used to wear my seat belt ever, not ever did I wear my seat belt I had to be made to put it on. Since I have watched that as soon as I get in the car seat belt on and everyone else has to put seat belts on. I am a bit funny about seat belts now. I think it scared me a bit."

Group 1

"Yes especially in the front – in the back I am still we have got quite a small car and if my sister is in the back and if there is me and a friend it's so cramped so for a short journey probably not but I sit in the front most of the time and I will always have a seat belt on"

Group 3

However, some of the students commented that they had not really changed their behaviour as they already wear seatbelts.

Some of the students commented that they think more about their actions as passengers and the actions of other passengers as well.

"I was in a car the other day and we all started singing and it just suddenly shocked me because I didn't think about it until we all started singing. I was like "My God" it was too close to what actually happened. There were the same amount of people, it was all girls but it did make me think."

Group 1

Some reported that it has made them think about their own responsibility as a driver:

"It did make me think I should actually check. I usually give lifts to the same people I know they are doing it. If I was giving a lift to someone I don't know very well I would now check that they are wearing it"

Group 3

Some of the participants discussed the changes that seeing SDSA production had on other people.

"My sister drives like a nutter she doesn't wear a seat belt and on the phone in the car and I hate getting lifts and stuff but I can't (...) she doesn't listen to me. Yes, she went to see it..."

"Did it not affect her".

"...Yes, it has affected her she has changed how she is now."

Group 4

Some of the students also commented that they felt better equipped to challenge bad driving habits in others. Some of the students reported that it gave the evidence to back up comments and for others it just gave them the confidence to be able to challenge others about the driving.

"It makes you feel a lot more educated so you can say that stuff. It makes you feel more sort of, right you are going to put your seat belt on, I saw this thing about it."

"It is almost got like you have got the authority to do it because you have got the information behind you so I felt like I can tell my dad "Put your phone down I have seen this thing you haven't".

“Put your seat belt and someone goes “Why”. “Well statistically”. I know that now so I can say that.

Group 4

“I am more prepared like if I am uncomfortable with someone’s driving, I am more prepared to say something.

“If I have like people in my car, especially if they are in the back seat, I make sure before I set off, you know just, I am not saying I wouldn’t have done it before but I am much more conscious of me saying “Make sure you have got your seat belt on” before we go.”

Group 6

“I wouldn’t let anyone get in my car that was really, really, if I do get a car I wouldn’t drive someone who was going to shout at me. Like the guy who indicated go round him you still have to think about it before you do it, you can’t be egged on by your friends. I found myself, when someone does something stupid at the moment I just shout off my head at them, I used to but I don’t anymore now.”

Group 1

Some of the students mentioned that they were unsure of the impact it would have on others who already exhibit the sort of driving behaviours discussed.

“I don’t know whether it did actually have an effect on those people who do drink drive. I think it was more of a shocking kind of thing to those people who aren’t going to drink drive anyway, it was just, you know”.

Group 6

One or two students admitted to being put off driving as a result of seeing the production.

“I don’t think it has put me off driving it has definitely, definitely made me think, I don’t think I am going to go over 30 miles an hour for the first like year.”

Group 4

3.11 Goody bag

It was reported among most of the discussion groups that the wrist bands and key rings were a good idea. Many of the students, both male and females were wearing the wrist bands. They had not yet received the key rings.

“If you see your friend wearing a Safe Drive thingy you are going to feel less pressured into driving fast to impress them, if you know what I mean”

Group 1

One or two commented that it might be a better idea to just have the key rings and wrist bands in big boxes being handed out at the end of the production. A number of the students commented that the advertising, mouse mat and pens were not useful to them and for a few the act of advertising in this way annoyed them. However, others commented that they realised the need for funding for the production and the advertising was accepted as a necessary result of this. They also felt that if the people who had given testimonies gave out the wrist bands and key rings it would be a good opportunity to say thank you to them in the wider sense:

“What would have been amazing if they were giving out just bands, just them they had boxes of bands and you could say thank you for the bands”

Group 4

3.12 Parental role models

Parental role models came across as a quite a strong theme, especially about their role in influencing seat belt wearing

“Well, I think it depends on the type of family because you didn’t used to have to wear seat belts and I remember when I was about six in my uncle’s car and seat belts in the back you

would get into the car and not bother with a seat belt and you would be fine, and if you see like your dad or something who didn't used to wear seat belts, who didn't get it drilled into him. He was driving casually, looking relaxed and cool and you don't really think about it. Or you could have a really, really protective parent that is 'seat belt', 'seat belt' and it is always get in and do your seat belt. I think it should be drilled into you from a young age."

Group 2

"Don't see why you wouldn't do it. I think it could depend on maybe your parents and stuff. I have always worn a seat belt and I have never had a reason not to. I have never thought it is better not to wear one; you don't get any enjoyment from not wearing a seat belt so I guess if there are some people who haven't..."

Group 6

3.13 Pre and post activities

One of the schools had prepared the students by showing a power point presentation. Some of the students reported that this would have been more appropriate after the production as it would have been of greater significance.

"The facts would have more significance once you had actually been there.

"We sort of managed to link together the facts we got beforehand and the information we were given then, you sort of linked them together"

Group 1

"A bit boring sort of trivial bits about fact numbers and things they left the emotional stuff for on the day, so we just had all the background information about what was going to happen and they just showed us one video to prepare ourselves like the one with the permanent brain damage in the car."

Group 1

Some of the students mentioned possible follow up activities after seeing the production. One groups mentioned a discussion session.

"Something like this, in a lesson afterwards, a discussion, so something that someone else found really important you might not have picked up"

".. a discussion better than a hand out because you don't really pay as much attention to it a big block of writing but if you are talking about it you share things and see how other people see things".

Group 3

4 Phase 2 student focus groups

This section of the report explores the data from the follow up groups. In March, six follow up focus groups were carried out in the same schools with the same students. These were designed to discuss students' recall of the main messages from the SDSA production and to explore their thoughts about education support.

Several of the students present in the first set of groups were either unwell or did not attend the groups and in one group only two students attended which was thought to be because a member of staff had not reminded them. The table below shows the number of students that attended from each school.

	Dorking	Camberley	Guildford	Total
School year interviewed	Year 12	Year 13	Year 12	
Males	3	7	9	19
Females	4	2	10	16
Total	7	8	19	34

As with the phase one data, the quotes present in the text from the discussions have been anonymised so the schools can not be identified but it is useful to understand which groups are male and which are female.

Group number	School	Male or female
1	1	Female
2	1	Male
3	2	Female
4	2	Male
5	3	Female
6	3	Male

4.1 Learning to drive/passing tests

Several additional students were either learning to drive or had passed their tests since the last focus groups. Some of these reported that watching the SDSA production had impacted on their experiences of driving or learning.

One participant commented that she is learning to drive and having seen the production she felt she was more aware of other drivers and their behaviour.

"I think so, because I am kind of going past other cars and I am always aware that it could be either of us, I don't only have to concentrate on what I am doing, I have to concentrate on what they are doing as well because one of the people in the wheel chair was saying somebody pulled out into her that was how she got hurt so I am very aware of what other people are doing."

Group 1

Another student commented that having seen SDSA and passing his test he could see how easily collisions could occur.

".. you can see it is not really hard to be silly and have a crash or hit anyone or do anything like that so you sort of after seeing what it can be like when you see what accidents and emergency services and the deaths and you sort of think about it before you do anything stupid and it sort

of makes you think twice before you do anything and it does sort of change the way that you think and everything.

Group 2

Others noted that the impact of SDSA was more subtle:

“P: I think it has an influence, it is not that you think about it, it is there in your mind like because of what has been said, the facts are in there.

P: It’s sort of imprinted.”

Group 4

One male student, who reported in the previous group that he had been deterred from learning to drive because he had been affected by the production, commented that he had been considering learning and then his girlfriend had a car accident which has discouraged him once again.

One participant commented that SDSA taught her more than she realised at the time.

“It was like when you first saw it, it was like what was that, that was like so shocking and now people are starting to learn to drive you start thinking about it more actually, yes, if I hadn’t seen that I wouldn’t have realised half the things I know now”.

Group 1

4.2 Recall of production

Each group of students were asked what they remembered about the SDSA production. On the whole, the students recalled the same speakers and stories that stood out in the phase one groups.

When asked spontaneously what was recalled, some of the students reported remembering many of the stories and others reported only remembering one or two things or just the key messages.

“I can remember the faces of the fireman, the paramedics and the policeman. I can remember a couple of the stories but I don’t think it is so much about remembering the exact stories it is more about remembering what you felt when you were told about that and the message”

Group 2

“I can remember the majority of it. Still I can remember every person that spoke. I was speaking to someone about it the other day”

Group 1

P: I think about it in the same way I guess but I do think about it less but I think that is just time and it is not at the forefront of your mind but it doesn’t mean to say that I don’t think it is important it is just if I see something that sort of link to it it does make me think about it.

P: Certain memories link straight back to it.

Group 1

Some of the students reported very detailed accounts of some of the speakers’ stories and the messages that came across.

The stories and people that the students mentioned in particular were:

1. The male Hospital Doctor with a skull

This speaker was recalled spontaneously and elicited a lot of discussion. Most of the students that had seen this speaker remembered his stories, the skull he used as a prop and commented that the messages and tone of the information was good.

"The baby becomes a bullet"

Group 4

" he said imagine if you were like your age sitting in the middle [in between] of a child with no seat belt and an older child who is younger than you but nearer their age with a baby sitting on their lap and then they pass you the baby what would you do, like would you strap it in or tell one of them to get out. But because he said now you are holding the baby you can't give it back and now I am going to tell you what is going to happen, you can actually imagine yourself in that situation because he said you have got that baby on your lap what are you going to do and he went it is going to turn into a human cannon ball. He was very good, actually, because you could put yourself in the story."

Group 1

"It was like graphic without being gory though. He was sensitive about it but really got the message across"

Group 1

2. The Fireman

The majority of the students recalled the fireman's story. Many of these reported that it was because of the personal connection with his child and several mentioned the horrific story about a car mounting pavement. A number commented that he now holds his child's hand tightly when they are walking along the road. Several of the students quoted what he actually said.

"The fireman who was talking about his daughter like holding her hand and like her saying he is hurting her because he was holding so tight."

Group 3

Several of the male students commented that they recalled his story because he became emotional as he was telling it.

"He got really choked up when he talked about her"

Group 4

3. Kelly's Family

The majority of the students who saw Kelly's mother talking remembered her. A number commented that she had told a story about her daughter's shoes.

"I remember one Mum talking about tripping over her daughters shoes that she refused to put away because that was like another thing that reminded her of her"

Group 3

Many of the students recalled Kelly's siblings. A number reported remembering her brother speaking about alcohol and drug abuse and many commented that they recalled her little sister on the screen.

"like the little girl who was the sister on the video, she was crying"

Group 3

4. Mother of a young male

Two of the groups saw the mother of a young male speaking and many of the students recalled her talk and that she had a lock of his hair. One male student remembered that:

"He said "I'll be back for dinner"

Group 4

5. “Person with body bag”

This speaker was often recalled because of the body bag but there was less comment about what was actually said. Several students reported that it was useful if a speaker used a prop as it helped to emphasise the point they were trying to make and it helped them to remember.

“You can link, rather than just someone standing up there talking, you can link someone throwing a body bag at you to the thing that they said so if there was no prop at all you would struggle to remember it”

Group 1

6. Lady in a wheel chair

Four of the groups saw a lady in a wheel chair speaking. The response to this speaker in the first phase was mixed and remained so in this phase. Some of the students commented that when she asked them to stand up they felt bad and the essence of the story was predictable or and/or that she came across as being bitter. For two of the groups this speaker came on after the Mum and one or two commented that it might have been more appropriate if she came on before.

“ I felt like the idea of the whole thing was like sort of trying to show us in a way why it is important to be careful about it and what people lose and what you could lose whereas she just seemed to be saying like “Oh this has happened to me so you should feel bad about it” and she didn’t seem sort of in keeping with the whole of the rest of the tone of it, it seemed like something to really have an impact on you and make you feel sad for other people and yet she just seemed to come in and tell us off for something which just didn’t make sense to the rest of it, it felt really wrong when she came on.”

Group 3

However, many of the students reported that one of the main messages for the production was to be aware of other drivers and the mistakes that they might make and this message came from her talk.

“ It did explain why it is not always your fault”.

Group 4

7. Police officer and Nurse

The police officer and nurse were recalled but the stories were not forthcoming.

8. Irish adverts

Most of the groups mentioned the adverts and many still felt that they were effective.

9. Music

Several of the participants recalled the music at the beginning being uplifting and the contrast with how they felt when they left the production.

“I also remember at the beginning how the music was absolutely intense and then it just got changed drastically by all the speakers”

Group 4

10. Speakers standing outside at the end

Many of the students recalled the speakers standing outside at the end and some commented that it made them feel very awkward and unsure of how to greet them.

4.3 Recall of Messages

The recall of the messages that they received were again similar to the phase one groups.

These were:

→ Always wear a seat belt:

Wear a seat belt and be careful who you get in the car with and don't be afraid to tell them to slow down and stuff like that"

Group 3

→ Ensuring everyone in the car is wearing a seat belt:

"don't be afraid to tell people to slow down and like if they are not wearing seatbelts tell them to put their seatbelts on"

Group 5

→ Do not give in to peer pressure (from the video - where his friends were telling him to drive quicker). This message has also transferred to other situations e.g.

"but now [...] I think I annoy my brother and sister a lot because I am always telling them to shut up in the car because they argue quite a lot so if Mum or dad is driving and they are sort of fighting in the back "Stop it seriously" yes, so they have quietened down a bit, but not much."

Group 1

- Think about who you get into a car with
- Don't drink and drive
- Be safe/careful when driving
- Think of the consequences of your actions as a driver
- Do not drive too fast
- Need to consider that other drivers may make mistakes

"I think it not always what you do it is what other people do so if you are driving safely then you might still have an accident but at least you are being responsible and if everyone was like that there would not be as many accidents because everyone would be being safe"

Group 5

- Safety as a pedestrian
- The wider reaching implications – "the ripple effect"

"It affects your whole family when you die in a crash"

Group 2

"Just the impact it has on different groups of people because if you hear about an accident you generally always think about families but also you saw how it affected the emergency services people as well and just other people that you just generally don't think about as much"

Group 1

4.4 Reported behaviour change

As with the first groups, many of the students reported behaviour changes. On the whole, these changes in behaviour were still apparent after several months had elapsed since viewing the production.

Most of the students maintained that they would still always wear a seat belt. For some, this was not a behaviour change as they would have done this before the production but for others this was something new.

“Yes I would do, but if I was just driving five minutes up the road I might not have. If I was like putting football boots on on the way to football I would have just bent down and done it as we were driving but now I will put my seat belt on and wait until we got there.”
Group 2

*“It’s a lot more shocking now for me to see someone if I am sitting with someone and someone is not wearing their seatbelt I feel that much more...
...P: It’s just irresponsible really and selfish”*
Group 4

Two of the students commented that they would wear seatbelts with less experienced drivers or for longer journeys but maybe not with parents on very short journeys. One or two noted that they were more careful directly after the production but that had now faded.

“At first I was like really careful getting in the car and always put my seat belt on that I didn’t before but now when I am in the back I don’t really wear it as much as I should but in the front I still always put it on whereas before I never really would but apart from that I don’t consciously think “Oh I must wear my seat belt because of Safe Drive Stay Alive” I forgot I even went. I know it sounds really bad but I don’t mean it in a horrible way but it is not one of those things that as soon as I get in the car all the things come back to me”
Group 1

Some of the participants reported still checking whether siblings or other passengers in the car were wearing their seatbelts and this was considered to be as a result of seeing the SDSA production.

“...and double check as well, I always turn round and double check as well”
Group 6

Several reported making changes about how they behave as passengers and not distracting the driver.

“ also the fact that the main story like the driver wasn’t even drunk, it was the people in the car that were distracting him so like when I get in the car now arguing with my mum or something I like stopped the other day because we were in the car and she was getting really annoyed, we might as well have that argument at home”
Group 3

Some of the students reported telling drivers to slow down. There were some comments about mobile phone usage and one participant reported that:

*“P: When my dad reaches for the phone I slap his hands
I: Would you have done that before SDSA?
P: No”*
Group 2

One participant commented that she will ensure her sister is walking on the inside of the pavement when she walks her home:

"That's another thing that has changed when I am walking my sister home I always make sure she is on the inside of the road. I never really thought about it before"

Group 3

One driver commented that SDSA had quite a big impact on his driving speed.

"P: It has actually impacted on me quite a lot because when I am driving up [name of road] it is a 30 and I am never driving more than 20 and my Dad goes '30 not 20' and I am always really scared that I may be driving too fast. I don't know, some of the pictures keep coming back I don't know if it is just me."

I: Other people have said that as well. That's interesting what images come back to you?

P: I don't know I can't describe it. I just don't know if I feel I am driving too fast I don't feel safe in the car anymore"

Group 6

One of the groups mentioned that other students seem to be aware of the risks of drink driving:

"At like parties and stuff, yes, like the one that I was at like a month ago someone even though they hadn't had a drink for like four hours everyone was really aware because he was like "I am going home now". "How are you going to get home stay here", "don't go", people seemed really aware..."

Group 6

However, some of the students reported that they had seen some changes in behaviour in others that were short lived.

"P1: I noticed short term effects on my friends like a couple of weeks afterwards they are really cautious and then they are just like, I don't think it's like, you know, everything else in our minds I don't think that it is the first thing...."

P...You think about exams and what you have got to do"

Group 6

4.5 Suggested improvements and other issues

There were a few suggestions for improvements that were mentioned by several of the students. Several participants reported that it would be useful to have more facts and figures about numbers of people killed in the UK and in their local areas and the differences between males and females in terms of number and types of collision. One participant suggested that it could be useful to have a leaflet with some facts and figures in the 'goody bag'.

One or two participants commented that it would make more of an impact if the people at the beginning who are given a raffle ticket are asked to go up on the stage.

One or two participants commented that members of the audience could be used as 'props' e.g. Showing where broken ribs would be or this part of their head would be damaged.

There were mixed comments about the drinking and driving message. One participant commented that drink drive messages need to be more explicit.

"I still think the 'don't drink' needs to be stressed because I don't think that came across at all. I thought it was more just like safe driving. I think most of it needs to be like, I know that it is safe drive as well but I think the message should be don't drink"

Group 3

Another participant commented that they felt the drink drive message was explicit enough and moreover, by not stating the legal limit of alcohol intake, suggested that no alcohol should be consumed.

“P3: One other positive thing about it I think I realised afterwards that because you didn't really set out the legal limit did you for drinking whatever so you basically said don't drink and drive. You didn't say you can have this much alcohol in your blood and I thought that was really good because people tend to when they know beforehand “Well I can drink a pint I can have a pint beforehand before I drive” whatever and they tend to do it and that is how it gets out of hand doesn't it whereas the message was very clear don't drink and drive full stop.”

Group 6

Others commented that it would be useful to have some information about how many units a driver can drink and still be able to drive, and what level of impairment a person would exhibit having consumed varying units of alcohol, as well as showing the impact this has on reaction time. (This could be demonstrated in the educational support sessions).

Several people mentioned that it would be useful to talk about Motorbikes or mopeds as some students were driving these and one or two of the participants felt that the information for riders was not particularly comprehensive.

A few of the students reported that the impact of the event had inevitably diminished.

“P4: Well it wouldn't be the first thing you thought about when you got into a car forever obviously but even if it was in the back of your mind you would still think, I don't know, if there was a situation you would still think yes, this is what even if you didn't specifically remember the actual video or whatever.

P1: I mean I have had some close calls, what I consider close like when you are on a roundabout and you are about to go and then someone else comes and I don't worry about, I don't think “Oh I could have been like those people in the video” I don't think back to it at all it is not in my mind .”

Group 6

“I don't know like after we had been I was like really scared to get in the car and start driving and stuff but now it is fine I just get in and don't even think about it so it just hasn't really made that much difference. At first I was a bit like scared but now I just go”

Group 3

4.6 Strategies

The students reported recalling messages such as not getting into a car with a driver who has been drinking and asking drivers to slow down if they felt they were driving too fast. However, there were some discussions during some of the groups where some of the students had been in some of these situations but had not realised or done anything about it.

Two students in one of the groups were in a car with a driver who had been drinking.

“...I made sure I had my seat belt on, locked the door, clinging on to the little handle up here and I was so scared but I had no way of getting home so.(...)”

“...It hasn't really helped thinking about it like that though I probably should have thought. I automatically didn't think “Oh yes Safe Drive Stay Alive let's not get in this car it was just I have got no other way of getting home I (...) in the car.”

Group 3

One of the participants reported that his sister was not a very safe driver:

"I tell my sister off and she is like newly passed and to be fair she is probably the worst driver (.....) she does speed and I am just like, 'can you stop', not that she has got caught or anything, it is just like, not needed.

I: Does she listen?

P: She doesn't listen, no, she gets up and keeps going and wanders around the fast lane and I had to go somewhere in London and she was in the fast lane and I said we have got to turn off here in a minute, you know when the turn off is like that little...

P: Hatched area?

P: Yes, she cut three lanes to go through to get in and I was just like "Right I am going to get the train on the way back, I'm not going back with you, I will see you at home."

I: Did you actually get the train home?

P: No, that would have costed me money! I'm a stingy git, sorry.

P: That is a different topic.

P: No but I would have really contemplated it if she had given me the money because I did bug her for a while."

Group 4

In one of the female groups there was quite an interesting discussion about planning for unforeseen circumstances i.e. if a driver had been drinking. From the discussion it was clear that this was an issue that had not been fully considered before.

"P: You could always have Plan B as well because say if someone decided that they would take everyone home and then they got drunk or something and if they had a taxi already organised or something it means that they are not putting themselves in danger whereas if they didn't have a Plan B no one would really be in a fit state to do anything about it.

P: I have some taxi cards I might put some in my purse...

P: ...Carry taxi cards or numbers in your phone.

P: I've got taxi cards."

Group 1

Another issue that arose in one of the last groups (thus unfortunately the researchers did not get chance to discuss this with the other groups) was around peer pressure and overcrowding in cars.

"I think that is an important message that people have to learn to say no because I have found myself with more than if you have got like three people in the back, like most of the time I am perfectly happy to do it but sometimes it is distracting especially if you have got that third person so that you can't see right out the back. I think that is an important message.

I: You mentioned about it is hard to stay no.

P: Yes, because you feel sort of pressured and people like [...] is always like "Oh just give them a lift anyway". "No I don't really want to" it means it is another person that I have got to it is going to distract me and it is more time that I will be spending on the road taking them somewhere but it is seen as like being stingy if you don't give them a lift....

P: I think maybe that should be a message as well though to be able to just say just say no because it is extra person is an extra distraction. It could be the tag line or something like that."

Group 6

4.7 Other issues that arose

The use of drugs whilst driving was mentioned more often in this set of focus groups. Some of the participants commented that more information about drug driving would have been useful as they reported that they have received little information about it generally or that it is linked with drink driving but that the drug message gets omitted.

"Someone, I heard a story the other day, he drove home stoned when I heard of that I couldn't believe it he was saying when he was driving instead of just moving the steering wheel he moved his whole body, every time the headlights came on he cried. I couldn't believe he got home in one piece."

Group 3

"I think there should be a bit about drugs, I know it says drugs on there but the Safe Drive it was more about drink. Obviously drink is the biggest problem but drugs is also. I think the last few years it has become a bit more of a problem and they don't seem to do much about it"

Group 2

In one of the groups a participant mentioned 'hot boxing' which is where a group of people sit in a car and smoke cannabis with the windows closed to maximise inhalation of the drug. The student reported that he was aware of people who had done it.

In one of the groups there was some discussion about speed and a few of the drivers admitted that they drove over the legal speed limit.

"Everyone does like in a 30 you are always doing about 40 aren't you"

Group 6

"It sort of depends where you are. If I was near a school or something if I know there is like a school or something there I will be really really careful"

Group 6

5 Educational materials and further information

Each of the groups were shown the suggested educational sessions attached in the appendix of this report and were asked which they felt could be of most interest /use to them and where could it fit in their timetable.

Some of the educational sessions were generally well received by participants and some of the students reported that the extra information would be welcomed.

One participant in one of the groups (with general agreement from the others) reported that:

"I think it is quite a good idea actually because there is a lot in here that, yes, like I say I am about to take my test and I have no idea at all like, yes, what the risks are about night time driving and things like that and like all about this the consequences, if you like, to lose your licence I only found out the other day you can only get six points on a junior licence for two years so that is only two times speeding in two years and then you can lose your licence. I didn't realise that I thought I was on my full twelve if I speed once it is fine. That would be quite good. It is more information I think we need about the risks and stuff so I think that might be a good idea having the sessions and telling you more about the risks involved". **Group 3**

Others commented that further information or reminders are needed and that:

"I think maybe you should make it compulsory to learn it in school. Maybe set aside an hour or something" **Group 2**

"Like in the toilets we have all these posters about drink driving. One of them is a pint glass and a coke and I think it is something like "Be a mate, be tonight's designated driver". Obviously you go to the toilet twice a day, three times and you see that and it's just small messages like that. That has been there for years that poster but it is all about getting the message across really" **Group 2**

However, most of the participants from one of the groups felt that there was no need for the extra sessions suggested. They reported that extra sessions in a school environment would diminish the impact of the production.

"this is something you don't want. This is something like you would find in a feature lecture this is why hardly anyone turns up" **Group 4**

"I think too much is just overkill" **Group 4**

These participants reported that if more information needs to be included, it might be possible to tighten up some of the speakers' stories.

E.g.

"maybe the policeman should talk about that more, link to his job saying sort of like he could talk about, I don't know, making up a story that he arrested a kid who hit another one and went to jail for ages" **Group 4**

It was also commented that most people would have to learn some of the information for their driving tests at some point.

"Yes if they did all of this in SDSA it would be sort of too boring but if then again like session 2 if they don't cover all the risks in SDSA then all of these things about driving at night time, driving with mobile phones, driving at speed, distractions all of that, I mean you have to do that if you want to drive anyway, you have to learn all that so it is not like something you can avoid"

completely because at the end of the day you still have to learn that when you are doing your theory test”

Group 4

It was further reported that they felt the SDSA production had enough impact.

“If you ask anyone in our year and I guarantee anyone and you say what do you think of SDSA they will then reiterate at least one of the stories, they will tell you how they felt about it everyone remembers it”

At least one story and they will tell you with such detail like they saw it yesterday and it has been how long now, six months?”

Group 4

5.1.1.1 Timetable and delivery

The majority of the students suggested that it was not appropriate to hold the sessions in tutor time because not all tutors expected students to attend. Most of the groups commented that enrichment or a similar time set aside for non examined lessons would be more appropriate.

Several of the groups discussed who should lead the sessions. It was reported by some that it should not be a teacher from school but that a police officer, fire fighter, road safety officer could do this but for one group in particular this person should be enthusiastic and a good talker. There were a few comments that the sessions could be more practical and discussion oriented rather than fact telling.

5.2 Session 1: Open discussion on SDSA

Most of the students reported that this session would not be very useful for them. Many of them felt that this already happened informally amongst their friends.

“Your friends are the ones who you are going to be learning to drive with anyway and the people who are going to be in your car quite a lot so it is probably more useful to talk to them rather than someone who isn't really going to be...”

Group 1

One or two participants from one or two of the groups (female groups) felt that it would be difficult to manage as some people would not feel happy discussing how they felt about the show in front of the whole class.

“I probably wouldn't talk about it in a seminar, I would prefer to talk about it with people I feel comfortable telling how I feel to”

Group 5

5.3 Session 2: Risks

This session generally had limited appeal for many of the participants but elements of it were of interest to quite a few.

“I think we know what the risks are as we have been told them so many times and if you are driving you are going to know what distracts you”

Group 5

“Yes but I think nowadays everyone knows the standard like risks for young drivers like it has been drummed into people”

Group 6

“Maybe the distraction thing is something like mobile phones I always still catch myself looking.”

Group 5

A few of the participants commented that it could be useful to cover less obvious risks and in two of the groups several participants reported that it might be useful for all to be able to use 'drinking goggles' which are a pair of glasses that make it appear as if you have been drinking.

"you can get those glasses that you can put on like drug glasses or drink glasses get a few people to do something and imagine what it's going to be like driving..."

P: get them to ride a bike or something

P: yes that would be so funny, now hide your shoe or now open the window or something simple like that would like to other things and realise how dangerous it is"

Group 1

"For session 2 for drinking and drug driving you can get like goggles you can wear, some way you can see what it would be like because I don't know but I imagine as you are beginning to drink you don't notice yourself really becoming more and more like..."

P: ...that way you will know like not to do it then and like you know the reaction games on the computer like you can simulate if you are playing on your own and those sort of things because doing things practically goes in so much better than someone sitting there talking at you you just switch off after 10 minutes and it is just like I am bored now"

Group 3

"And you also need to know at what point because some people might not always admit they have been doing drugs you need some way of knowing that they are like too far, if that makes sense, like certain things they are doing so you know not to get in the car with them"

Group 3

5.4 Session 3: Strategies

Some of the participants (more often female students) commented that sessions 3 could be useful for them. Some students reported that it was less relevant for them personally but they could see that it would be useful for others.

"...because a lot of people might feel they wouldn't know what to do in that situation they wouldn't know how to get out of it, that might be interesting to give some tips on sorts of things you could say like not to offend people"

Group 5

"because I think people have heard about the consequences before but they might not know all of them inside out but I actually really don't know what I would do if that happened so it's good to get feed back from other people, what they would do to get some ideas because I am sure there are other people who would not really know what to do"

Group 1

"it's just don't do this, don't do that this will happen but you need to know why and ways to prevent it"

Group 3

"I don't know like some people don't know how to handle a situation if a crash has occurred or some people wouldn't know how to control the car if it was about to happen sort of thing and just things that you don't necessarily get taught, it might be an idea to give advice on it.

I: So like if you were going into a skid or if it was wet weather?

P2: Yes, something like that just a bit of advice on how to handle situations before and after so everyone knows what they should do".

Group 6

One or two commented that it would be useful to hear suggestions from emergency service personnel.

"I wouldn't mind some ideas from authorities as well, you do hear about the dangers and accidents happening but you never really hear about what you would do in that situation because I really don't know what I would do really because you can't just say stop because they might not listen to you, you have to have a strategy so if we could have some ideas from you then we could discuss those as well"

Group 1

5.5 Session 4: Emotional consequences

On the whole, participants commented that this session had already been covered in the SDSA production.

"I think when you go into the Safe Drive Stay Alive you already think about how you affect it and I think overdoing that would kind of make it like it is not going to go in. You kind of think to yourself when like when the mum was talking like when she is going on about the shoes that is what my mum would do but about like different things you already think that you would have to kind of go through it and over think it, it loses like actually feeling it"

Group 3

5.6 Session 5: Legal and financial consequences

Many of the participants reported that this session would be the most useful as it was felt that a lot of this information was not known by many people. It was interesting to find that even some participants that were drivers reported being unaware.

"but session 5 that is the kind of thing that people don't know. People don't really understand about insurance, people don't really understand about kind of, a lot of people don't actually know that if you get six points in the first two years then that's your licence gone"

Group 2

It was also reported by a number of students that knowing the legal restrictions or consequences may further encourage people to drive safely.

"Because I think a lot of people think "Oh well it is not going to happen to me, nothing will happen to me I will just drive at a 100 mph down the road" sort of thing but if they knew that they could lose their licence in the first twelve months then they probably wouldn't do it. It might increase their attention to what might happen to them if they do it."

Group 6

"P3: Just the fact that I know that I will lose my licence if I drive too fast or with too many people in the car I think that is something really important. I think you should know that if you go over the limit with alcohol that you will lose your licence straightaway and it goes on your criminal record doesn't it it is not just something small you know when you apply for a job I think that is something really important when you apply for a job maybe you need to regurgitate that, you know, when you apply for a job you will have to state this and that and if you have got someone who has got the same qualification as you but hasn't got any driving offences and then you have got yourself who has been caught drink driving then you are not going to get the job."

"P1: Just like further consequences of distractions like job situation, like it doesn't just affect the short term it can affect like the long term"

Group 5

5.7 Goody bags

Most of the participants reported that the key ring and the wrist bands were a good idea. Several noted that if a mouse mat was to be used it should have the SDSA wheel logo on and little else. The wheel logo was generally recognised as serving as a reminder of the production.

There was some discussion about USB sticks. Most felt that they would be useful but they needed to have a large memory capacity.

Two male participants mentioned that there could be an SDSA PS3 game - "Safe Drive Stay Alive Law Abiding City"
Group 4

5.8 Summary of phase 1 and 2 focus groups

5.8.1 Recall of production

Issue discussed in phase 1	Phase 2
Music – high to low	Mentioned
Road Safety Officer	Not recalled/discussed but mentioned raffle ticket
Police Officer	Mentioned but not discussed at length –story not recalled
Fire Fighter	Discussed and stories recalled and quoted
Hospital Doctor	Discussed and stories recalled and quoted
Paramedic female	Mentioned but not discussed
Paramedic Male	Body bag recalled and discussed but not mentioned that he was a paramedic
Man who fell asleep at the wheel	Not recalled or discussed
Kelly's Family	All recalled and discussed
Mum of young male	Recalled and discussed
Auntie	Recalled
Lady in the wheelchair	Recalled and discussed
Adverts at the end	Recalled and discussed
Speakers lined up outside	Recalled and discussed

Key messages: Phase 1	Phase 2
Seat belt wearing	Discussed
Consequences of a collision	Discussed
Thinking about the consequences of their actions as drivers and passengers	Discussed
Think about what they are doing when driving	Discussed
Allow for other drivers mistakes	Discussed
Don't drink and drive	Discussed
Space to think about driving in depth	Not discussed
Trust who you are driving with passengers and drivers	Discussed – related to not giving in to peer pressure
Ripple effect	Discussed
Not discussed in phase one as a key message	Safety as a pedestrian

Reported behaviour change: Phase 1	Phase 2
Wearing seatbelts	Most reported will always wear a seat belt but one or two may not for shorter journeys
Checking passengers wearing seatbelts	Most reported would still
Actions as: passengers	Reported changes remain
drivers	Not discussed
Changes in other students' behaviour	Reported changes remain for some but for only short term changes
Challenge bad driving	Reported changes remain
Put off driving	One of those who was put off driving is thinking about starting to learn
Not noted in this phase	Always walk younger sister on the inside of the road
Not noted in this phase	Driving speed impacted
Not noted in this phase	More aware of the risks of drink driving

6 Parents

There is very little qualitative research that focuses on parents' perspectives of road risk and safety amongst young people. Parents were included in this research to help address this balance and to begin to develop a holistic picture of the issues involved.

The researchers aimed to interview 15 parents with children between 17 and 21 who were learning to drive or had recently passed their test. Interestingly, the researchers found it relatively easy to recruit Mothers for the research but more difficult to recruit Fathers. The total number of interviews was 12 - 10 Mothers and 2 fathers. The researchers felt that a Fathers perspective was important to gain but during the analysis it was noted that the perspectives were not dissimilar.

This analysis is based on data from six individual interviews with Mothers, one focus group with four Mothers present and two interviews with Father's.

Between the participants they had, collectively, 23 children - 13 females and 10 males.

Passed test	female	male
1 st time	5	2
2 nd time	2	0
4 th time	0	3
5 th time	0	1
Still learning	3	1
Unknown when passed	3	3

Most of the parents commented that driving lessons and taking a driving test (especially if the child failed) is extremely expensive. One parent estimated that she had spent thousands of pounds on lessons and 4 tests. Some of the parents reported that they and grandparents paid for lessons as birthday/ Christmas presents.

All of the participants' children had lessons with an instructor. Most parents reported that either they or their partners took their children out for practice in between lessons. Only one or two reported that they went out rarely or not at all with their children.

6.1 Reasons why young people learned to drive

Most of the parents reported that the reasons their children wanted to learn to drive were for their independence/freedom so they could get to college or work alone. This was especially true if the journey to college or work was difficult using public transport or if they lived in remote areas which meant travel by public transport was less accessible. Some of the parents also commented that there was some level of peer pressure involved. The children's friends were all learning at the same time.

One or two parents noted that it was driven by them and their child showed some lethargy or reluctance in learning. This seemed to be the case where the young people had access to good public transport.

A couple of the parents also commented that they felt it was better to 'get it over with' while they were still young. One of the parents reported that she did not feel her children were quite ready because they lacked a certain maturity to deal with the different situations they might encounter as drivers. This was partly because she felt they were too confident.

“Also they just think they are above anything happening to them, they are so confident, they can't imagine that they would ever get in an accident or anything and also they are just so over confident at that age and it is just a bit scary”

Parent 1

Some of the parents reported feeling a sense of relief when their children passed their driving tests as it meant that they would not have to give lifts all of the time.

“I think it is one of the basic skills in life, it make the parents free, being selfish right, but it also makes the children free”

Parent 2

“ I think it is a combination of them wanting their independence and us wanting it for them partly because we want it for them and partly because...we are in bed by 10.00pm most nights”

Parent focus group

On the whole, the parents that took part in the research reported that they considered their children to be good/safe/confident drivers. There were one or two comments about the potential for over confidence.

“No, I think they are both sensible kids they are not stupid kids they are sensible but it is not just them that has got to be considered on the road it is everybody else as well. I don't think my son would be doing wild things in the vehicle. My daughter certainly wouldn't, but it is the other people that you have got to consider as well. I would say at the moment she is not equipped to cope with every eventuality because she is still very much a novice, he is very more so”

Parent 9

6.2 Different personalities

Many of the parents who have had two or more children learning to drive or driving noted differences in their approach. This was put down to differences in personality and not often linked to gender differences.

“They are different personalities, he is very much a boy pushing and shoving with the outcome that he took his test and I think failed it 3 times and then he passed it and he was a very confident driver [...] whereas she took the test first time and passed it, he had more lessons but she was thorough, more secure, more steady and passed first time”

Parent 10

6.3 Risks for young drivers

The parents reported a number of different possible risk situations for young drivers. The main risks reported were associated with a general inexperience of different road conditions, usually related to adverse weather conditions or other driver behaviour.

Risk situations:

- As passengers of other young drivers
- From other drivers on the road
- Speed related issues
- Bad weather conditions - rain, fog, snow
- Inexperience – just passed test
- Peer pressure to go faster

“I think they are at risk from other drivers their own age. If they are coming home and I have just read so many accidents on the front page of the Surrey Advertiser about young people it just makes you really worried”

Parent 1

“or be encouraged by other people when they were in the car with him to go faster or taking the mickey out of him because he was doing 30 or something”

Parent 2

“Unusual driving conditions, really bad weather, torrential rain, driving on the motorway in adverse weather conditions and not having been exposed to driving at speed in adverse weather conditions. Driving on the motorways is not something that they have experience of as part of the learner driving although obviously with the A3 it is a major A road it is as good as”

Parent 8

6.4 Important for them to know as drivers and strategies

There were a number of issues that parents reported as being important for their children to know as drivers or as passengers.

These are:

- Their limitations as drivers
- Not to be over confident or aggressive
- That they are responsible for their safety and others
- The cars limitations
- Be aware of driving in adverse weather conditions
- How to manoeuvre a car
- Speed awareness – including keeping to the speed limit rather than driving for the conditions of the road
- Maintaining a car
- Not to drink alcohol
- Remember what taught in driving lessons – e.g. feeding the wheel
- Stopping distances – especially during wet weather
- Not to drive too close
- Not to give in to peer pressure – driving too fast or distractions
- Being aware of difficulties when driving with friends in the car who are drunk
- Do not get into a car with someone who looks as if they have been drinking
- Rural roads
- The majority of parents reported that they were more worried about their children being a passenger in a car driven by another young person who has just passed their test than their own children driving
 - Although one or two commented that they trusted their children’s immediate friends
- Being aware of other drivers making mistakes
- Inexperience of the wide range of situations that occur on the roads
- Wearing seat belts

“Before she passed her test I made her drive all the way to Brighton on the back roads. She had to go down there one day last summer so you have got to get used to long trips as well as short ones”

Parent 9

“No I think the more practice they get the better and I also think the more they are happy to take me and my wife around that is better as well because we are sitting there as well and observing what they are doing”

Parent 11

“Just considering safety not just their own but everybody else’s as well that is the most important thing and then safety encompasses everything else, you know, speed and the maintenance of the car and stuff like that and certainly if I ever thought one of them had had so much as one drink then the car keys would be taken away from them immediately so they know how we feel about those things.”

Parent 9

"It's getting them to realise they don't actually know everything and the fact that just driving along a road where it is fine one day and there is a bit of black ice the next and you have got to treat it very differently and that is something that comes with years of practise"

Parents 8

"However responsible you are, you have got a car full of young lads that are very drunk, the distraction, the noise, you know they rack the music up really loud and leaning out of the window shouting, it must be really difficult to concentrate. Peer pressure and all that thing I think is really hard. If you have got two cars driving back from a party then you have got that bit of competition on the road and you have to be very strong to not get sucked in."

Parent 1

Parents reported that the risks and issues considered to be important for their children to know were overcome by using several techniques. The majority of parents reported that they took their children out driving in between driving lessons to ensure that the young people gained experience of different road situations. Many of the parents reported that they wanted their children to experience different types of road and weather conditions and driving at different times during the day as some reported that these were not always covered during driving lessons.

"I felt they had covered most situations, in the rain, dark, different types of road which obviously aren't covered in lessons"

Parent 1

All of the parents reported that whilst learning and when their child had passed their test they gave them advice and discussed driving and safety issues e.g. looking out for various risk situations that may occur. These included all of the above situations and:

- Advice on what to do if an accident occurred
- The number of the breakdown company
- Aware of children coming out behind parked cars
- Animals running across the road

"I think actually talking to them about these things really discussing things with them that is really how we deal with an awful lot of things not just with the safe driving so I think we hope and trust that by doing that that those sort of messages get through. Discussions about helping them to understand and giving them an opportunity to say what they think too."

Parent 11

"one thing we discussed was they used to sing in the car on the way home and I said "Do you ever consider the impact of singing loudly in the car on the person that is driving and whether you are distracting them" and he said "Well I am sure we don't but we've never thought about it". So the next time they were all in the car together they had a discussion about whether the driver was distracted by the others singing and they decided the driver was fine so they had at least taken that as a hint to think about it."

Parent 9

Several of the parents commented that this sometimes led to conflict situations.

"they don't like to listen but think it goes in"

Parent 1

"I always tell [name of child] to drive safely if she goes out in the dark but it goes in one ear and out the other"

Parent 2

Many of the parents also asked their children to telephone or text when they had arrived at their destination especially when they had first passed their driving test. Some parents reported telling their children not to go in a car with someone who has been drinking or if they were worried about the driver and to call their parents for a lift.

Some of the parents reported imposing restrictions on their children; for example, not to drive at night with passengers for the first 3 months and not to drive in certain peoples cars.

“When he did have access to my vehicle I said to him if I do find that you have had a drink and have been driving the car then I will not allow you to drive again it is very serious. So he was absolutely in no doubt of my views on that and I think that is something he understood as well.”

Parent 8

Other reported that it was difficult to impose restrictions on their children because they were almost adults. Most of the parents reported that they trusted their children or had to trust that they would be sensible.

“I think to a certain extent you have just got to hope that they are sensible enough not to do these things”

Parent 2

“As I say with my son I wasn’t happy that there were four or five of them in a car late at night but the fact that they thought about things and there was always a designated driver at what point do you say no you can’t do it that is a very difficult thing to say. I have known people when I was younger who wrapped cars round trees and killed themselves, you know my contemporaries, so it is always there at the back of your mind but you have to let go and hope that they are going to be sensible because you cannot wrap them up you can’t do it as much as you would like to you can’t do it you have got to trust them.”

Parent 9

6.5 Parental Contract⁶ and Information

The evidence review from ROSPA suggests that teen/young driver contracts might be useful⁷. We thought that it would be useful to explore the contracts with the parents interviewed for this research as part of our remit to develop educational support materials.

Most of the parents had not received any formal information about risks for young drivers. Most of the parents felt that some information would have been useful. Many of them would like to have had information about the risks for young people when they were learning to drive. A few of the parents reported that they felt they knew enough from their own experiences and news reports there was little need for no further information.

“We know boys are more likely to have accidents to girls. A lot of it is due to I think speeding and going fast with a group of mates in the car geeing them on and I think because they have proved to be quite sensible and are aware of speed limits and everything. I am not aware of what causes accidents generally, there is not much information out there is there on this.”

Parent 12

“It would be interesting to know things like what are the scenarios that cause accidents with the young with maybe drinking, drugs, speeding or whatever or what sort of things they are mostly involved with or just the naivety of something that goes wrong with they car and not knowing quite how to pull over on the motorway.”

Parents 2

A few of the parents reported that the only information they receive was from advertising campaigns on television but that these could make quite an impact.

⁶ <http://www.rospa.com/>

⁷ http://www.rospa.com/roadsafety/advice/youngdrivers/young_driver_survey.htm

“Other than the adverts you see on the television you don’t really get to see anything like”

Parent 2

“especially [name of daughter] will say I have got to have my seatbelt on because you remember that advert so it obviously stuck with her so it was obviously a good campaign”

Parents 3

Furthermore one or two of the parents commented that there was little or no feedback from the driving instructors.

“I was paying for [...] lessons but yet there was no feedback to me because the relationship is with the child and not necessarily with the person that is paying so I think there probably could be more that you could help as a parent to support your child outside of the car learning to embed the good practice because maybe lots of parents are not interested in that”

Parent 8

But several commented that the driving lessons and preparation for test could do more, for example, ensuring that all drivers received night time driving experience.

6.5.1 Parent contract

Most of the parents commented that they could not imagine signing the contract in practice with their children. However, one or two thought they might use it.

Many of the parents reported that the information contained in the contract would have been useful for them to know or to use as back up for when they were talking to their children when they were learning to drive. Some felt that the information served as a good check list.

“I would have liked that because you have gone through all those things that is more or less those things I said to you I did informally in the beginning but I think my kids thought I was making it up whereas if that was what everybody else had to do and it was on the circuit sort of thing it was all part of it and everybody else’s kids had to sign it that sort of thing it was a done thing it would have eased my job as a parent quite considerably and also I wouldn’t have forgotten anything because it is all there on the list based on the statistics and, you know, I wouldn’t have forgotten anything like I promised to if you phone me day or night, things like I wouldn’t have forgotten to say them would I because it is all under contract.”

Parent 10

The discussion around the contract raised an interesting issue that some parents commented that they had to trust their children (perhaps indicating that signing a contract would mean showing a lack of trust).

“Sounds great in theory, we have got to trust them, it has got to come down to trust, it has to, you know, if you don’t feel you have done the right things and you can’t trust them then something has gone wrong somewhere. You have got to set the example as well, there is that you do have to set an example. So if they see you going out and having a couple of drinks then they are going to think that that’s OK but I don’t do that that is why I am always driving. If my husband has a couple of pints I am always driving so it does come from example as well.”

Parent 9

6.6 SDSA

A few of the parents interviewed reported that their children had seen the safe drive stay alive event at college. It was reported that safety messages were more likely to be listened to coming from someone else or someone of a similar age to the young person than from the parents.

"I think it would go in more from someone else you know them seeing the impact of something that's happened to somebody or somebody that has ended up in prison because they have done it rather than me nagging on"

Parent 2

Furthermore, one parent commented that:

"Yes, but that is why I think that SDSA is really, really good because you are seeing, most of the time you see the policeman and fireman you don't have much to do with them unless you are unfortunate enough to be involved with something. Generally speaking you don't have anything to do with people like that"

Parent 10

One or two felt that SDSA should be offered to all young people (and all drivers) as part of the driving test. One or two noted that they felt their children were more careful and aware drivers having seen SDSA and they felt were less likely to drink drive.

6.7 Other issues

Only one participant's child had taken pass plus. This was the young persons decision and it was reported that they understood that it would lower their insurance. The majority of parents reported that their children had not taken any advanced driving skills tests or used P plates.

However, many of them had considered advanced driving skills courses/intended to do it and/or thought that it was a good idea. The main drawback parents reported is that Pass Plus is expensive and for many the cost was prohibitive after paying for driving lessons. A few had just not got round to it.

"Yes I have done that but you have got to pay for those and to be honest with you the whole thing as a parent is so exhausting and expensive that it is another step too far. If it had been a little bit more affordable at the time I would have gone for that because personally I think that would have been an investment. But I think they should have special offers on it say about six months into the driving because when they first start, when they have passed their test, they both told me the moment they passed their test was when they started to learn to drive."

Parent 10

One or two of the parents reported that there should be a refresher course for young drivers around a year after they pass their test to point out emerging bad habits.

6.7.1 Collisions and near misses

A number of parents reported that their children had experienced near misses or minor collisions. A few of the parents reported that their children had 'written off' their cars. Fortunately no one was injured in any of these incidents. Some of the parents reported that these incidents had resulted in safer driving behaviour.

However, one or two parents reported that their child had disclosed risky behaviour e.g. texting while driving and speeding.

"He borrowed his father's car and he promised to have it back by a certain he was coming back from Southampton and he was caught speeding on the M3 but and this is really significant he was with a friend of his and I know for a fact he was showing off to the friend because he admitted that to me afterwards so he was driving at a speed that he wouldn't have been if he was on his own and that again the sort of the arrogant thing, you know, "It will never happen to me syndrome" which you get a lot in teenagers don't you, I am invulnerable these things don't happen to me."

Parent 10

6.8 Parental role models

Many of the parents reported that they recognised that their behaviour as a driver influences their children's driving behaviour. On the whole, most of the parents reported that they felt they set a good example with the vast majority reporting wearing seatbelts, not drinking and driving and not excessively speeding.

“but the seat belt issue has never been an issue to me or to my son in driving because it is normal behaviour for us”

Parent 8

“ If my phone rings they will take it off me if I am driving because sometimes I go like this and they go “Leave it dad just leave it” they will not let me get anywhere near the phone if it is ringing while I am driving, they will not, they know the rules it is me that gets a hard time they will not answer the phone if they are driving.”

Parent 12

7 Teachers

Interviews with three teachers were conducted to explore how best to support the SDSA within schools.

7.1 Perceived effectiveness

Teachers were overwhelmingly positive about the importance and impact of SDSA. They felt it was a hard hitting emotional intervention that made the audience whether teachers or students think about driving and the impact of careless driving for others.

“I feel it is of great worth if it sort of impacts upon one of them and prevents something from happening then that is why we take them..” (T1)

“Really simple but effective and made everyone think”(T2)

“It made them all think about when they are a passenger in a car as much as when they are driving a car.”(T2)

“Because another conversation I had with a girl again before Safe Drive and she really wound me up. She was being really cocky about wearing seat belts in the back of cars and about it is pointless to wear seat belts in back of cars so I went off on her a little bit as I do and I said you just wait and see. It was literally two days before Safe Drive and I came out of seeing Safe Drive and she was standing there crying and she said “Sorry I should have listened”. (T3)

7.2 Follow-up

All of the teachers felt that there should be some follow up activity after SDSA. They sensed a need for students to discuss the SDSA experience and for the messages to be reinforced at a later date. It was felt that informal role play or question and answer sessions with the emergency service personnel involved in the production would be helpful either shortly after the event or several months later.

“ After the event we encourage tutors to discuss it with students in tutor time. We have twenty minutes at the end of the day where something like that can be discussed and reviewed..’ ..” (T1)

“ I think they should have discussions, you know, things for stimulated discussion really, you wouldn't want them to do any sort of so any formal written work on it at all and also perhaps materials to work on with the students about how to avoid getting into those situations in the first place, you know, perhaps scenarios about what is the right thing to do, what's the wrong thing

to do and recognising that the passengers have a part of play too not just the drivers and that students can choose to get into a car with someone or not and it can be difficult to make that choice sometimes and it sometimes requires great personal strength to turn round and say "No I am not going to travel with you because I think you have been drinking" or something like that so maybe materials that work on that too and talk about having the strength to turn round and say no in those social situations or even as well to tell somebody when they are driving recklessly again to say "Stop the car I want to get out" or challenging somebody if they think they are doing something irresponsible rather than just sitting there and say nothing. .." (T1)

"Yes, something like that, our kids would love doing something like that they are quite up for doing things, they would rather be doing things than being lectured at. Yes, they would probably up for sort of role playing and acting out what might happen next and all that sort of thing" (T2)

"..in an ideal world the people who have then been involved could maybe take small groups and do a Q & A or something and give the students a chance to kind of engage because you feel, in many respects, that you are sort of personally then involved, you know, you have heard these people's stories they have come up and you kind of feel, you start to feel their pain and their sadness or emotion they had to go through and in many respects for some people they want to say something or ask questions, I don't know.." (T1)

"I think some follow up somewhere later is perhaps important, some sort of work whereby whether or maybe the people involved in that and then come back into schools to do something three months on, six months on in assemblies or something to say keep it live, keep it real in some people's minds. .." (T1)

Even getting publicity materials such as the key rings several weeks after the SDSA made teachers feel that this reinforced the messages:

"I think the key rings were good that came out like six weeks later when we gave them out they were all like thinking about it again." (T2)

7.3 Target audience

SDSA usually involved year 12 students however one teacher felt that it might be better to target year 13 students where more of them are driving and the SDSA is therefore more relevant:

"I wonder whether its something that should be revisited again when they are in Year 13 bearing in mind in Year 12 a lot of them aren't even driving, they don't start driving until they are in Year 13, would it be beneficial or relevant to that something be revisited again in Year 13." (T3)

"I also wonder, and I said this to another member of staff who took some Year 11s to see Safe Drive this year for the first time, and I wonder whether that is something that needs to be visited more bearing in mind that you have got Year 11 girls, 15 year old girls getting in the back of cars, with older guys, not wearing seat belts and I think the reality of that is (.....) listen to everything being said about people not wearing seat belts and I wonder if that is the message that needs to get through at an earlier stage so for me the whole feeling around do we pitch this at the right age does come to mind. Are we getting them at the right ages. Should we do something in Year 11 and then in Year 13 rather than in Year 12. Although it does really, really hit home and the Year 13's do still talk about how good it is.." (T3)

7.4 Gaps

There was also a feeling that other behaviours need to be addressed such as motorbike/ scooter safety and the drug driving:

"I had a Year 12 girl a few days before Safe Drive telling me that she had got in the back of a car with a guy who had been taking drugs who was driving and I just wonder whether they think it is OK to do that, you know.."(T3)

7.5 Implications for the development of SDSA

- Teachers are receptive to more follow up activities after SDSA
- Q&A sessions with emergency services shortly after SDSA could be implemented
- Informal role play to address avoidance strategies could be implemented within schools
- The target audience may need to include both year 12 and 13
- Teachers felt that there were gaps that need to be addressed such as riding a motorbike/scooter and drug driving.

8 Discussion and conclusions

8.1 The SDSA in context

The Surrey population is relatively wealthy with no wards in the most deprived 25% of areas in England – although there are over 18,000 children living in low income households. Educational attainment levels are significantly high with 61% of 15 year olds in Local Education Authority schools achieving five or more GCSEs at grades A* to C⁸. Young people in Surrey are more likely to have access to cars compared to the rest of the South East and England. Car ownership in Surrey was 0.585 cars per person. This is 10% higher than the South East and 24% higher than the national average of 0.473 cars per person.⁹

In Surrey many of the young people staying at school or college post 16 years are likely to have higher educational achievement and to live in households with above average access to cars.

These factors suggest that young people in Surrey come from backgrounds which support education and that their exposure to risk in terms of access to cars may be particularly high. It is important to consider these contextual factors in understanding the effectiveness of the SDSA at a local level.

8.2 Coverage

There are approximately 1 million people living in Surrey of which around 5% will be aged between 16-19. This means that there are around 50,000 young people who are the potential target audience for the SDSA. If the SDSA reaches about 10,000 young people per year this means that the SDSA covers around 20% of the target audience.

8.3 Costs and values

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[http://www.surreycc.gov.uk/legcom/councilp.nsf/581dba7c25222e84802573380053798e/a979067d460aa4d0802571ab003fc1ab/\\$FILE/2006%2007%2024%20ITEM%2008%20-%20Healthy%20Living%20ANNEX%20Aii.pdf](http://www.surreycc.gov.uk/legcom/councilp.nsf/581dba7c25222e84802573380053798e/a979067d460aa4d0802571ab003fc1ab/$FILE/2006%2007%2024%20ITEM%2008%20-%20Healthy%20Living%20ANNEX%20Aii.pdf)

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[http://www.surreycc.gov.uk/sccwebsite/sccwspublications.nsf/f2d920e015d1183d80256c670041a50b/5bed046b95859648802573fb00377bb6/\\$FILE/02-DEMOGRAPHIC.pdf](http://www.surreycc.gov.uk/sccwebsite/sccwspublications.nsf/f2d920e015d1183d80256c670041a50b/5bed046b95859648802573fb00377bb6/$FILE/02-DEMOGRAPHIC.pdf)

The estimated total cost of SDSA is £250,000 per annum with an average exposure to 10,000 students and therefore a unit cost of £25.

The values estimated by the government¹⁰ to prevent injuries are shown below. This means that the total cost of SDSA represents 18% of the value of preventing one fatality. The unit cost (£25) represents a tiny fraction of the value of preventing one fatality.

Fatal	£1,428,180
Serious	£160,480
Slight	£12,370
Average, all casualties	£44,920
Damage only	£1,710

Using these values for prevention of injury we could argue that:

- If the SDSA prevented one fatality this would represent 500% return for the total cost
- If the SDSA prevented two serious injuries it would break even and nearly a 30% return for the total cost
- If the SDSA prevented 20 slight injuries it would break even and any more would be a return on the total cost

The impact on road traffic casualties is not measurable but among the small sample of participants who we engaged with there was clear qualitative evidence for the impact of the SDSA on behavioural changes associated with young driver's risk.

8.4 The evidence base

A review of the literature indicated a number of key factors that need to be taken into account in developing interventions at a local level. These were:

- There is little evaluative evidence to show a link between education interventions and casualty reduction for young drivers. However, this may be related to the fact that it is hard to show a link not that the link does not exist.
- Education should be seen as valuable is part of a *holistic* approach to keeping young drivers safe.
- Good practice guidelines exist to plan, design and evaluate education interventions. This needs to be followed to maximise effectiveness. Young drivers should be engaged in the both the design and evaluation of the intervention.
- Interventions that focus on the emotional consequences of crashes may be particularly important in changing behaviours associated with crashes – theatre has a role to play in delivery of interventions with emotional content.
- The risk factors for young drivers are being male, lack of experience, speeding, poor risk perception, impairment through alcohol or drugs; peer pressure whilst carrying passengers; lack of seat belt wearing.
- Young drivers from poor backgrounds are more at risk than their more affluent peers and more likely to be involved in fatal crashes in where the driver was driving without entitlement, speeding; not wearing seat belt or impaired. The social marketing approach may be particularly useful in addressing the complex social, cultural and economic factors which lay behind these behaviours
- Drivers from minority ethnic backgrounds are more likely to report being involved in a collision and less likely report wearing a seat belt .A social marketing approach may also be useful to understand the cultural factors underlying this finding.
- Environmental factors such as rural roads and bends are particularly risky for young drivers and these risk factors need to be addressed by education and engineering approaches.
- Education approaches which encourage young drivers and parents to mimic the regulatory approaches such as graduated licensing (passenger and night time curfews in the first few months) or increased experience prior to test (e.g. increase supervised driving to 120 hours pre test) may help reduce the crash rate.

¹⁰ Highways Economic Note 1. 2005. (Jan 2007) (HEN 1) DfT.

- Parents have a role to play in the formation of attitudes to driving. Parents need to understand their responsibility as role models whilst driving, especially in carrying children as passengers. Parent-teen contracts have shown some promise in the US.

The evidence must be continually reviewed and the relevance of messages at a local level needs to be explored.

8.5 Evaluation of the SDSA

The Surrey SDSA is an extremely (emotionally) powerful and well received intervention with messages that impact initially and are recalled several months later. Reported behaviour changes such as seat belt wearing, not drinking and driving, awareness of the danger of distractions, amongst others, have also been sustained for some.

Importantly, the literature strongly supports the use of emotion in interventions focusing on how young people can avoid the negative emotions associated with risky behaviour such as feelings of sadness or regret if they were to hurt others through their actions. Strecher et al (2007) argued that emotion based interventions might best be delivered through theatre performances –because it is a ‘vivid’ and ‘visceral’ information source having more dramatic impact.

There is good recall of the speakers and main messages. In particular the Hospital Doctor with a skull who calmly talked about inevitable physical consequences of not wearing seatbelts as drivers and passengers. The fireman, whose emotional talk about his daughter resonated with the young people; and the mothers and siblings of the deceased. Kelly’s brother was reported to be particularly impactful as the young people could identify with him because he was a similar age to them and the younger sister on the video. Moreover, those speakers who used a prop and those that produced an emotional response were particularly memorable and made an impact.

One of the messages reported by the young people was the ‘ripple effect’ – the fact that each death has an impact on many more individuals than they had first thought. Interestingly, the behaviour changes reported by the young people also have a ‘ripple effect’ – one participant who makes sure her sister walks on the inside of the pavement and one who ‘slaps’ his father’s hand if he tries to answer his mobile phone while driving. This shows that the production has a wider reaching impact.

It was suggested by the young people, teachers and parents that young people would respond best if an outside person e.g. a fire fighter was to run the sessions as it was felt that they could maximise the impact of the message as it was felt that students would not receive the information well from teachers (or parents).

8.6 Education support

For the messages to be retained and behaviour changes to be sustained the information needs to be reinforced over a period of time. There are a number of ways that this can be achieved.

8.6.1 Poster’s

After the production is seen in schools/colleges, it would be important to reinforce and introduce messages through publicity such as posters in toilets and around the school/college setting. These posters should include still pictures from the video and messages e.g. legal consequences or risks and the SDSA wheel logo.

Many of the young people reported that there was poor awareness of the legal consequences of poor driving and information such as the legal and financial consequences would be useful: e.g. penalty for being convicted of drink driving

- Lose licence for at least 12 months
- Face a maximum fine of £5,000
- Face up to six months in prison
- Pay up to three times as much for car insurance

Furthermore there was little awareness that young drivers could only acquire 6 points before their licence is revoked in the first two years of driving.

It was felt that the legal consequences would be more appropriate for a poster campaign rather than a session as it is fact giving.

8.6.2 Information for parents

Parents felt that the information in the ROSPA parental contract was useful but signing the contract was not something they would do. This shows that whilst the literature indicates they have worked in other countries they do not transfer well in the local context. Furthermore, parents have a significant role in promoting safe driving behaviour as role models for their children. It is clear from the interviews with parents that they invest time in discussing driving, risks and safety. If the SDSA team print the consent forms that parents have to sign to allow their children out of school to watch the production and these forms could include information about numbers of collisions/risks and consequences; maximising contact with parents.

8.6.3 Facilitated sessions

From the evidence from the young people 2 sessions are suggested. One addressing gaps in understanding and one on strategies to deal with risky situations. The sessions need to be as interactive as possible – not lecturing, facilitated by personnel who are not teachers.

Session 1: Impairment and distraction

Alcohol intake and drugs

There was some confusion/questions about alcohol and drug use. The two topic areas need to be discussed independently of each other i.e. info about alcohol followed by information about drugs as the young people reported that alcohol and drugs are discussed together with the emphasis on alcohol.

To help make the sessions interactive it would be useful to use drink/drug goggles and get all of the students to perform tasks – e.g. riding a bicycle or a driving based computer game to show facts about reaction time. Also mentioned was advice on how to identify if someone has taken drugs/drank too much to drive.

Mobile phones

There needs to be some discussion of the influence of distraction from mobile phones. The session could ask students to perform a task whilst answering/talking on the telephone or texting.

Session 2: Strategies

The sessions should be discussion based with students encouraged to discuss potential strategies via role play or their own experience. Scenarios that could be explored are:

- Taking another person in the car so car is over crowded – how to say no and save face
- Having a plan B – taxi numbers
- Speeding – peer pressure driving faster
- Challenging the behaviour of others – asking someone to slow down, and what to do if they do not- being in the car with a work colleague/boss/friends parents, asking passengers to be quiet

It is important to note that these sessions would need to be further developed and accepted by Head's of Sixth forms, in discussion with SDSA personnel, before introducing them. They would also need to be evaluated to ensure the messages are received in a way appropriate for the young people.

These sessions would also provide a learning experience for the facilitator and it is recommended that reports are made after each session and potential strategies posted on social networking sites (see below).

8.6.4 Facebook

Facebook is a well utilised and recognised social networking internet site. The researchers have explored the use for SDSA and discovered that Thames Valley have a Facebook page with 1314 'friends' – approx 10% of the total who have seen the production. It is recommended that Surrey SDSA team develop a Facebook page that has information about the risks/strategies and legal consequences as well as perhaps adverts and clips from the shows. It would also be possible to hold competitions. It would also give the opportunity for young people to chat and offer feedback on what they saw and felt about it. If this is advertised in the 'goody bags' and during the show – it could attract a number of young people to join which would mean that the group would be on their home page and will be there as a reminder.

'Question/comment' Postcards

A further suggestion would be to hand a postcard out at the beginning of the production with the SDSA logo on and at the end the speaker would ask if anyone had any questions for any of the speakers or any comments about the production they could write it on the postcard and post it in the boxes provided outside the hall. The questions and comments could be addressed in the follow up session, where possible but also posted on the Facebook website. This would serve to capture some of the young people's thoughts and questions at the point where they have had the most impact and would also allow some of the participants to express their feelings which may be cathartic for them.

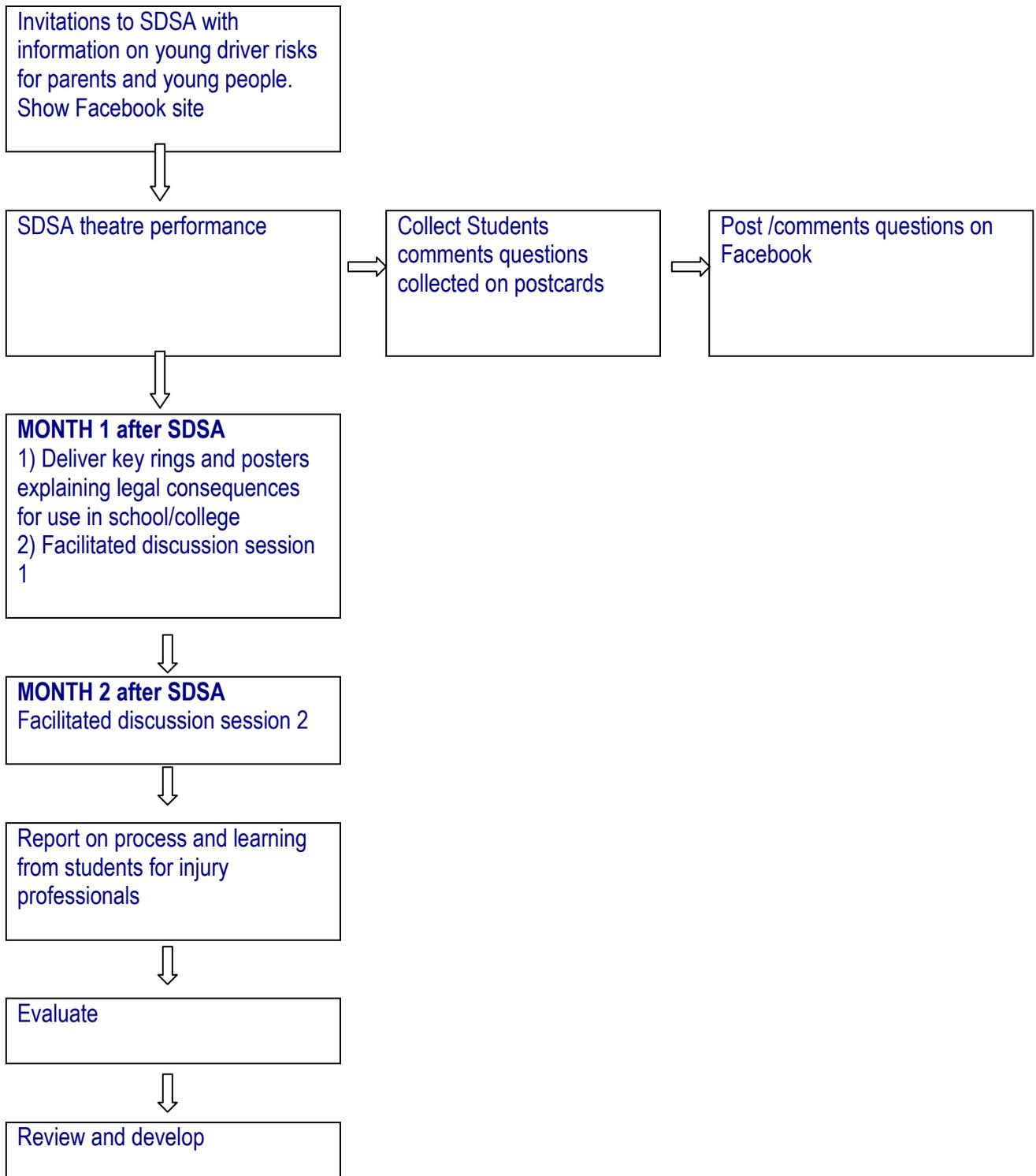
8.7 Evaluation

It is important to periodically evaluate the intervention to ensure the messages, behaviour changes and credibility of the production is maintained.

8.8 Summary of educational support for SDSA

We suggest a staged, holistic approach to supporting the SDSA engaging students, parents, teachers and injury prevention personnel in a participative way and utilising different types of media. We feel that this approach will help develop and evaluate professional practice in delivering education to this target group. Our ideas are presented below.

Proposed SDSA support approach



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8.9 Young drivers – the role of education, training and publicity

Education has a supporting role as part of a coordinated approach involving the engineering and enforcement. We need to educate and train as part of our social responsibility in creating safe citizens and as part of a multi agency, multifaceted approach to injury prevention. In the UK, education is part of the Department for Transport's road safety strategy and how young drivers can be trained and tested is currently under review. Independent driving often begins after many young people leave the education system and therefore much that they learn about driving safety is from driving instructors, friends, relatives and the media. Driving is extremely important for young people: it represents achieving independence; it provides access to work opportunities and freedom from dependence on parents. The car also has extrinsic value as a social and personal space and driving at speed can provide a thrill and a source of identity among peers which at times may cause them to behave more riskily than they would when driving alone (Corbett 2003; Parker 1991).

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8.9.1.1 Aims and objectives

The aim of this literature review is provide to provide evidence on the factors associated with the high risk of injury for novice drivers and how the evidence can inform the development of education interventions at a local level.

8.9.1.2 Method

International literature was searched from 1990 to date covering academic databases (e.g., OVID, PsychINFO, etc) and Safety Lit and web searches were also conducted to identify grey literature that may not have been published in academic journals (e.g., Transport Research Laboratory, AA Foundation for Road Safety Research, Department for Transport, etc.). In addition, reference lists of identified publications were reviewed to identify other relevant articles.

8.9.2 The evidence

8.9.2.1 Risks for novice drivers and their passengers

Newly qualified drivers (many of whom are also young drivers) are at particularly high risk after passing the driving test, with one in five new drivers having a crash accident in the first year. The 17–21 age group represent only about 7% of all license holders, but they make up 13 percent of drivers involved in injury accidents (Ward et al 2007). The reasons for their higher risk include inexperience, deficits in driving skills, but also poor attitude and behaviour that can lead to unnecessary exposure to danger. In the UK, the rate of crash involvement for young drivers (17-18) is 2.5 times higher than for older drivers (Clarke et al 2005): a pattern seen among many Northern European countries. Around 14% of drivers killed in cars were aged 16-19, and 26% of child passenger fatalities aged 10-15 were in cars driven by drivers aged 16-19. The presence of young passengers has shown to significantly increase crash risk. Preusser et al found that for 16-17 year-old drivers, 'the crash risk was 4 times higher with 3 passengers than when driving alone. In the presence of male passengers, teenage drivers tend to drive faster and allow shorter headways; they are also more likely to drive more than 15mph above the speed limit compared to general traffic (Simons-Morton *et al.* 2005). Male drivers are particularly at risk. In the UK, young male drivers are substantially overrepresented in crashes, being involved in 12-14 per cent of fatal accidents from 1991 to 2003, though only holding 7-8 per cent of drivers licenses in the UK: large-scale analysis of U.K. data suggests that this peaks for men aged 20-22 (and 17-19 in London) (Grey *et al.* 2008).

8.10 Risk taking

Young drivers are at risk in the early years post test because of their lack of experience and failure to recognise risk. In the UK research has shown that young novice drivers were less able to predict potentially hazardous situations than more experienced drivers (Jackson *et al.* 2008). This risk may be exacerbated by other risky behaviours such as alcohol and drug use, not wearing a seat belt and excessive speed (Ferguson 2003). Young drivers, especially males, are over-represented in risky behaviours such as drink-driving, speeding and failure to wear seat belts. Among a minority, especially male drivers –there may also be a tendency to violate traffic rules (Preusser et al 1998). In a survey of

20,000 young drivers aged 16 to 24 years, Blows et al (2005) found that the younger drivers were significantly more likely to report driving at more than 20 km over the speed limit. Similarly, Lam (2003) found that young drivers (aged <25 years) were more susceptible to the influence of alcohol when driving whilst an Italian study found a significant proportion of adolescents reported driving cars and motorcycles without a license, speeding and tailgating and that these behaviours were often part of a wider involvement in antisocial behaviour (Bina et al 2006)

8.11 Social circumstances

However, evidence related to risk taking and injury is mixed. A systematic review by Thomas et al (2007) examined research evidence relating to unintentional injury, risk-taking behaviour and the social circumstances in which young people (aged 12-24 years) live. The review concludes that there is a large literature on a 'culture of risk-taking' among young people, but the evidence to support the view that this translates into significant numbers of injuries is limited. The idea that 'risk-taking' is a helpful umbrella term to describe the motivations underlying a range of activities is also challenged. Thomas et al acknowledge that young people undertake actions that result in injury, but they suggest that a move away from individual behavioural explanations towards a focus on social and economic circumstances is likely to be a much more productive approach.

In this context parents and friends are seen as having an important role in shaping young drivers behaviour. Parents are often the gatekeepers to driving instruction, car use and ownership (McKnight and Peck 2002). Research shows that parents are concerned about the risks their teens face as novice drivers, they feel that they are generally responsible but also released from having to taxi their children around (Simons-Morton and Hartos 2003). Parents are also role models for their children which can produce positive or negative effects. There is some evidence of a positive correlation between the number of driving errors and violations made by parents and the same specific behaviours in their children as drivers (Bianchi and Summala 2004)

A large scale, longitudinal US study of approximately 2000 students found that those with lower levels of parental monitoring, greater permissiveness, weaker social development and higher levels of drug, alcohol and cigarette use were more likely to become risky drivers as young adults (Bingham and Shope 2004).

8.12 Environmental circumstances

Analysis of over 1200 UK Police records detail, has shown that young drivers (aged 17-25) tend to have different kinds of accidents than older drivers. In particular, young (17-19) male drivers are more likely to have accidents in the dark and on rural bends and be involved in rear end shunts compared to older drivers. Younger drivers have twice as many accidents on bends compared to those aged 30-39 with young men accounting for most of accidents on bends (Clarke *et al.* 2006). A pan-UK study confirms these accident types as the most common for young men, but also adds 'rubbernecking' and overtaking (Grey *et al.*, 2008).

8.13 Impairment

Impairment from alcohol plays a role in the injury risk of young drivers especially in deprived areas (Clarke et al 2008; Ward et al 2007). In the UK 4% of people killed or seriously injured in a crash (in which a driver was over the legal blood alcohol limit), were under the age of 15, and more than half of these deaths or serious injuries were car passengers. Young drivers are particularly at risk of being involved in an accident if they are impaired. The risk for drivers under the age of 20 is five times that of that drivers aged over 30 with comparable blood alcohol concentrations (Keall *et al.* 2004).

8.14 Inequalities

The socioeconomic gradient in road traffic injuries is a global phenomenon (Ameratunga et al 2006). However, understanding how social and economic factors influence the causal pathways of injuries is complex and the mechanisms responsible remain poorly understood (Laflamme & Diderichsen, 2000; Towner et al., 2005).

In Sweden, Hasselberg et al (2004) examined socioeconomic differences in the circumstances and consequences of car crashes among young adults aged 18-30 in Sweden. Census data, hospital data and police data were linked to provide information on socioeconomic status (with particular emphasis on educational level) and injury severity and collision circumstances for turning, rear-end, crossing, overtaking and front-on collisions. They found that drivers with low educational attainment were at greater risk of severe injuries and were overrepresented in all types of crashes. The socioeconomic differences were particularly pronounced for overtaking, front-on and single vehicle collisions - which were also associated with the highest injury severity. There was no information on exposure which may have accounted for some of these differences.

In the UK, recent analysis (Ward et al 2007a; Ward et al 2007b) of fatal road traffic collisions has shown a link between low individual socioeconomic status and fatality risk using individual socioeconomic classifications and also by using area based deprivation scores based on post code for police fatal data. Office for National Statistics (ONS) mortality data were obtained for all deaths for 2001–04 in England and Wales by cause of death, age, and social class and/or area deprivation score. International Classification of Disease (ICD) codes were used to identify car occupants. Standard mortality rates with 95% confidence intervals were constructed for male car occupants aged 20–64 years killed in each of seven of the eight social classes¹¹. Social class was assigned by National Statistics Socio-economic Classification (NS-SeC) codes. The denominator data were derived from the census.

The analysis of data showed that:

- about 40% of the population that can be categorised in the top two social groups (1 and 2 – higher and lower managerial and professional occupations) but account for 22% of fatalities;
- 13% of the population that can be categorised fall into NS-SeC Group 7 (routine occupations) but they account for 20% of the fatalities;

And,

- Those with more intermediate, technical or semi-routine occupations have about the number of fatalities expected given the population size.

In further analysis, the Index of Multiple Deprivation (IMD) was used as an ecological measure of socioeconomic status for coding fatal casualties recorded in the Nottingham database of police fatal accident files. A total of 1,185 records from police fatal accident reports collected between 1994 and 2005 were analysed. For male car occupants aged 20–64 years, mortality data indicates that those who are in Groups 1 and 2, who may be assumed to be in the top decile for income are less likely to be fatally injured than those in other occupations.

8.14.1.1 Vehicle safety

In Sweden, Laflamme et al (2004) explored socioeconomic differences in relation to car safety for drivers aged 18-30 using the data linking method for car-car collisions leading to severe or fatal injury. Car safety took into account construction and effectiveness of safety equipment such as seat belts and air bags determined by an empirical assessment of the risk of sustaining an injury leading to death or disability after a collision. Laflamme et al (2004) found

¹¹ The NS-SeC analytic classes used were:

1. Higher managerial and professional occupations.
 - 1.1. Large employers and higher managerial occupations.
 - 1.2. Higher professional occupations.
2. Lower managerial and professional occupations.
3. Intermediate occupations.
4. Small employers and own account workers.
5. Lower supervisory and technical occupations.
6. Semi-routine occupations.
7. Routine occupations.
8. Never worked and long-term unemployed.

that the inherent safety of a vehicle could not explain socioeconomic differences observed between young driver casualties arguing that education level, exposure and environmental factors may provide better explanations of the increased risk among young drivers from low socioeconomic groups. Though the safest cars were associated with the lowest casualties for all socioeconomic groups: “Hence the sole major protective effect of car safety level with regard to injury is found in cars in the very safest category –cars whose affordability is likely to be biased towards the better off” (pg 8). They concluded that whilst passive safety such as air bags; side impact protection etc are likely to be ineffective in addressing socioeconomic differential risk, active systems such as electronic licensing, collision warning or intelligent speed adaptation may have more of a role to play.

8.14.1.2 Behaviour

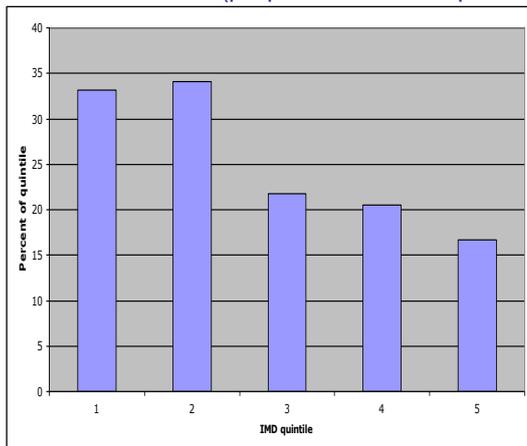
Research from the Karolinska Institute in Sweden has shown that the age of obtaining a licence differs between socioeconomic groups with young people from group 4 (the more deprived group) being more likely to take their drivers licence earlier than the higher groups – a factor which has been shown to increase injury risk (Hasselberg and Laflamme 2004)

In Sweden, Vaez and Laflamme (2005) investigated sociodemographic variables in relation to collision involvement and alcohol impairment for drivers aged 16-30 (18 is the legal age for driving in Sweden so this age banding includes those driving without entitlement. A judgement of impairment by alcohol or drugs was based on police report recorded as ‘suspected of being under the influence of alcohol or drugs and is regarded to be an underestimate of the true levels of impaired driving. Between 1988-2000 10,631 drivers were injured of which police recorded that 946 were under the influence of alcohol representing 6% of all crashes. A judgement of impairment was associated with high risks of injury for all drivers but for drivers from workers and self employed and others were 20-25% higher risk of fatal or serious injured compared to the highest group.

In the UK, Clarke et al (2008) examined police reports for 893 fatal vehicle occupant records from 1994-2005 by quintiles of deprivation using the Index of Multiple Deprivation. Cases were coded using IMD quintile scores, i.e. 1 (most deprived), to 5 (least deprived). This analysis showed some striking differences between fatalities from the most deprived areas compared to the, most affluent in terms of behaviours which contributed to fatal collisions:

- Speed: In the most deprived quintile there was twice the percentage of fatal crashes involving excess speed compared to the least deprived quintile (Figure 1).
- Impairment: The two most deprived IMD quintiles had over 1 in 5 of their fatal collisions involving alcohol or drugs as a contributory factor compared to 1 in 6 for the least deprived quintile (Figure 2).
- Seat belt wearing: The most deprived IMD quintile had nearly twice the percentage of non-seatbelt wearing fatalities compared to that of the least deprived quintile with the difference being even more pronounced for passenger fatalities (Figures 3-4)
- Licence violations: Fatalities involving driving licence violations were the most prevalent in the lowest IMD quintile, with the percentage of unlicensed driving being over 6 times higher in IMD 1 compared to IMD 5 (Figure 5)
- Insurance violations: The recorded rate of insurance violations in fatal collisions in the most deprived quintile was over three times higher compared to the least deprived quintile (Figure 6).

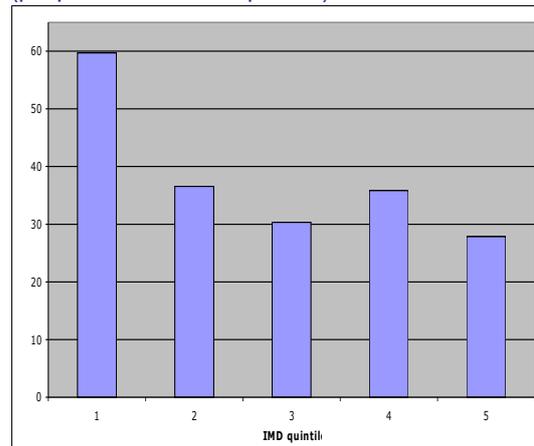
Figure 1: Deliberate risk taking involving speed in excess of the limit (proportion of each quintile)



Source:

Clarke et al 2008

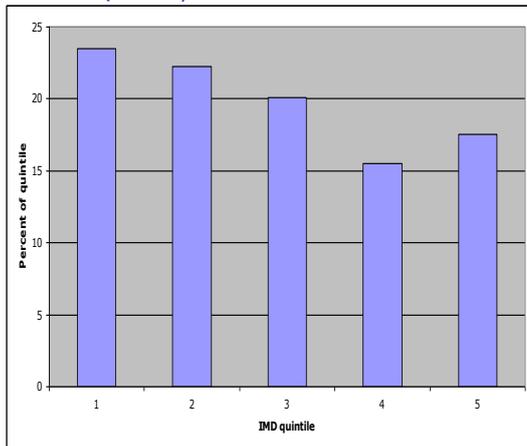
Figure 4 Passenger fatalities not wearing seatbelts (proportion of each quintile)



Source:

Clarke et al 2008

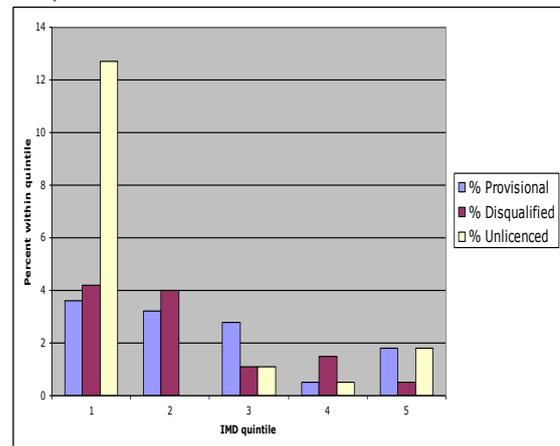
Figure 2: Cases involving impaired driving (proportion of each quintile)



Source:

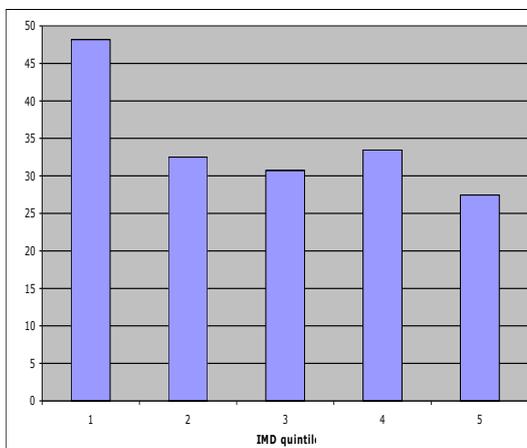
Clarke et al 2008

Figure 5: Unlicensed, provisionally licenced, and disqualified drivers



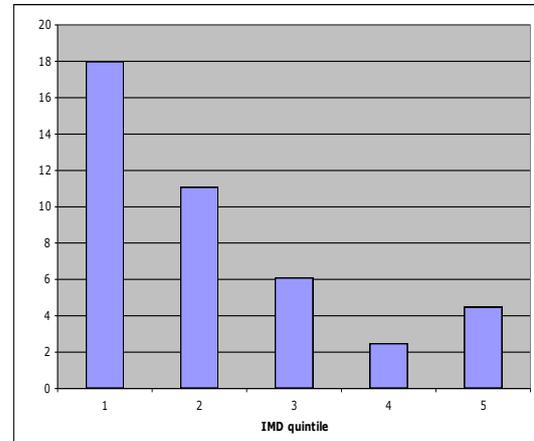
Source: Clarke et al 2008

Figure 3: Fatalities not wearing seatbelts (proportion of each quintile)



Source: Clarke et al 2008

Figure 6: Fatalities involving uninsured driving (proportion of each quintile)



Source: Clarke et al 2008

These findings are supported by qualitative research in local authority districts classified as within the 15% most deprived in England which revealed that many community residents feel that unlicensed, untaxed and uninsured drivers and antisocial driving behaviour such as joy riding and street racing pose a threat to community safety and quality of life (Christie et al 2007). In addition, different studies have shown that unlicensed drivers have an elevated crash risk reported at between 2.7 and 9 times greater than for all drivers and are probably involved in more severe collisions (Knox et al., 2003). This is a real concern because research has shown that over half of child pedestrian injuries involved a driver living in the same postcode area, with drivers aged 17 to 20 years and 31 to 40 years over represented compared how many are registered nationally (Thompson et al., 2003).

8.15 Ethnicity

Recent research in the UK among over 4000 adults living in the areas classified as the 15% most deprived suggests wide differences in reported collision rates, car ownership and the adoption of safety behaviours such as wearing a seat belt between ethnic groups (Christie et al., 2008). Data obtained from a face- to-face questionnaire based interview survey found that black and Minority Ethnic (BME) participants in low socioeconomic areas are significantly more likely to report being injured in a collision as a car occupant, have access to a car in their household and less likely to report that they “always” wear a seat belt in the back of a car compared to the majority white population. The data suggest that particular groups, notably Asian British, report relatively high collision rates, are more likely to have access to a car in their household and least likely to report that they “always” wear a seat belt.

8.16 Intervention planning and evaluation

8.16.1.1 What can modify young drivers' behaviour?

Regulation

There is general agreement that producing a safe young driver requires an extended period of learning where tests and training to be closely matched i.e. that intended outcomes match assessment. Regulatory approaches such as graduated licensing which include night time curfews and passenger bans in the early experience as a an independent driver do save young lives. For example, in Sweden young people can obtain a learner permit at sixteen and a half, but cannot take the test until eighteen. This has had the effect of increasing the amount of accompanied driving to 120 hours and has had positive results, reducing crashes in the two years post test by 40% (Gregerson 2000).

The role of education

Education encompasses many different approaches which aim to modify the behaviours and attitudes of young drivers addressing risk factors such as speeding, overconfidence and failure to perceive hazards and react to them accordingly.

There is a consensus that education alone is not effective in reducing road injuries. Education and publicity campaigns are most successful when seen as part of a package of measures which includes legislation and enforcement as well as publicity.

Pre driver education may even have adverse unintended consequences (Roberts and Kwan 2002). For example, increasing young drivers' skill may lead to overconfidence, reduce their concerns about risk and as a consequence they may be more likely to speed (e.g. McKenna and Horswill 2006).

Reviews of driver education programmes has (Williams and Ferguson 2004) identified studies that showed no difference in crash rates of those who had participated in the education programmes compared to matched controls with no formal driving education. Much of this research suggests that education needs to be more long term, participative and community based to address the many other social influences that affect driving (Smith 2006). This is why the social marketing approach has recently gained popularity. This approach argues that to make a difference at local level interventionists need to work alongside the target audience to understand them, their culture and local belief systems. From this process practitioners can work to engender alternative ways of behaving that will be attractive to them; making a deal or an 'offer' with them to replace bad behaviour with good behaviour using credible sources of information with which they can identify. In summary, social marketing approaches are local, participative and progressive, do not make the target group feel demonized but make them feel they have a voice and that is listened to (Tilleczek 2004; Smith 2006).

9 Intervention design and evaluation

Education and publicity doers have a clear role in raising awareness of the risks and consequences of road traffic accidents. Interventions need to be well planned, design and evaluated in a way that acknowledges that it will work only for some of the target audience some of the time and understanding this 'outcome foot print helps learn how to adapt future intervention (Pawson and Tilley 1997)

9.1 Planning

Good practice in intervention design requires that planning takes into account:

- Who is the target population and what is the target behaviour you want to change
- Barriers and opportunities for change
- What are the intended outcomes and outcome measures
- What social factors may affect behaviour and how can these be tackled
- What is the 'theory of change' (i.e. action- reason-outcome)

9.2 Design

Theories of behaviour have been used to understand behaviour and to identify how to influence behaviour. Various theories suggest that most effective interventions help people:

- Understand the consequences of their behaviour
- Feel that the behaviour is relevant to them
- Feel positive about behaviour change
- Believe in their ability to change (self efficacy)
- Believe the behaviour is socially approved by others (parents; peers etc)
- Be personally committed to changing behaviour
- Form plans and goals to change behaviour
- Share plans and goals with others (i.e. behavioural contract)
- Develop coping skills to take into account different situations and conflicting goals

(Adapted from NICE 2007 <http://www.nice.org.uk/nicemedia/pdf/PH006guidance.pdf>)

In designing intervention programmes to address driving behaviour two particular theoretical approaches have been used based on 1) social and 2) emotional affect models

9.2.1.1 Social cognition models

Social cognition models such as the theory of planned behaviour (Ajzen 1991) propose that behaviour is determined by intention which is predicted by the persons attitude to the behaviour, their views (i.e. subjective norms) of what 'others' (i.e. people important to that person) thinks about the person behaving in a certain way and by how much the person feels they have control of the behaviour. Within this model the role of emotion or affect is not taken into account. Intervention approaches designed using this theory may focus on raising awareness of the risks associated with a behaviour to change their attitude to the behaviour or may provide strategies on how to resist peer pressure to increase feelings of control. However, whilst large changes in behavioural intention have been observed with some intervention approaches these seem to be associated only with small changes in actual behaviour, it has been argued that this is because driving is a largely habitual activity and is influenced by peoples belief that they can change behaviour (Webb and Sheeran 2006).

9.2.1.2 The emotional model

The role of emotion may make a larger contribution than social cognition in predicting behavioural intentions. Lawton et al (2007) argued that in particular the emotions that an individual anticipates they would feel if they conducted a behaviour e.g. anticipated regret about potential consequences of a behaviour e.g. causing harm to others is a powerful determinant of behaviour. Arguing that the 'neglect of emotional beliefs may offer one explanation for the lack of correspondence between attitudes and risk behaviour.' They suggested that this is one explanation of why campaigns such as those highlighting the risks of smoking without addressing the negative emotional side may not succeed because the emotional benefits outweigh the perceived risks. Hence many new anti –smoking campaigns focus on the negative emotional consequences that will be experienced by loved ones if the smoker were to become ill or die from smoking related diseases.

In experimental research they found that the strongest predictors of self reported and actual driving speed behaviour were age and negative emotional beliefs which were more significant than negative risk perception. They argued that understanding the anticipated emotional response to behaviour will lead to a better understanding of how to change that behaviour. They argued that beliefs about benefits may be a more useful target than beliefs about risks: “evidence from the present study suggests we are more likely to take risks when we believe they make us feel good and less likely to risks when they make us feel bad” pg 266. Therefore interventions should focus on how young people can avoid the negative emotions associated with risky behaviour such as feelings of sadness or regret if we were to die or hurt others because of their behaviour.

Strecher et al (2007) argued that emotion base interventions might best be delivered through theatre performances –because it is a 'vivid 'and 'visceral' information source having more dramatic impact.

9.3 Evaluation

To evaluate means to find the value of something. It is the formal assessment of the process and impact of an intervention. Evaluation will let you know whether:

- The intended outcomes were achieved
- How they were achieved
- Were there any unintended outcomes
- What works for whom in what circumstances 'the outcome footprint'
- If the intervention was cost effective
- And,
- Will provide more knowledge about the target group and how to develop future interventions

Few local road safety education and publicity campaigns are evaluated. Evaluating intervention impact in terms of casualties may be difficult to prove because projects are usually carried out in small geographic areas where casualties are relatively infrequent. Therefore it is difficult to make a causal link between an educational programme and any changes in casualty numbers. However, evaluation can help understand how well the intervention was delivered by measuring the effectiveness of the delivery i.e. process evaluation and also how the intervention has changed behaviour in relation to the intended outcomes. These types of evaluation can be achieved by using mixed method research: quantitatively using questionnaire surveys and qualitatively using interviews and focus groups (Pawson and Tilley 1997; Sentinella 2004).

10 10 Key messages for interventions aimed at young drivers

1. There is little evaluative evidence to show a link between education interventions and casualty reduction for young drivers. However, this may be related to the fact that it is hard to show a link not that the link does not exist.
2. Education should be seen as valuable is part of a *holistic* approach to keeping young drivers safe.
3. Good practice guidelines exist to plan, design and evaluate education interventions. This needs to be followed to maximise effectiveness. Young drivers should be engaged in the both the design and evaluation of the intervention.
4. Interventions that focus on the emotional consequences of crashes may be particularly important in changing behaviours associated with crashes – theatre has a role to play in delivery of interventions with emotional content.
5. The risk factors for young drivers are being male, lack of experience, speeding, poor risk perception, impairment through alcohol or drugs; peer pressure whilst carrying passengers; lack of seat belt wearing.
6. Young drivers from poor backgrounds are more at risk than their more affluent peers and more likely to be involved in fatal crashes in where the driver was driving without entitlement, speeding; not wearing seat belt or impaired. The social marketing approach may be particularly useful in addressing the complex social, cultural and economic factors which lay behind these behaviours
7. Drivers from minority ethnic backgrounds are more likely to report being involved in a collision and less likely report wearing a seat belt .A social marketing approach may also be useful to understand the cultural factors underlying this finding.
8. Environmental factors such as rural roads and bends are particularly risky for young drivers and these risk factors need to be addressed by education and engineering approaches.
9. Education approaches which encourage young drivers and parents to mimic the regulatory approaches such as graduated licensing (passenger and night time curfews in the first few months) or increased experience prior to test (e.g. increase supervised driving to 120 hours pre test) may help reduce the crash rate.

10. Parents have a role to play in the formation of attitudes to driving. Parents need to understand their responsibility as role models whilst driving, especially in carrying children as passengers. Parent-teen contracts have shown some promise in the US.

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